

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ**

**ИНГЛИЗ ТИЛИ  
АМАЛИЙ КУРСИДАН**

**ЎҚУВ-УСЛУБИЙ МАЖМУА**

(нофилологик йўналишда инглиз тилини хорижий тил сифатида ҳамда филологик йўналишда  
инглиз тилини иккинчи хорижий тил сифатида ўқитиладиган олий таълим муассасалари ўрта  
(Independent user, Vintage B2) босқич талабалари учун)

**ТОШКЕНТ – 2011**

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## ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИДАН

### ЎҚУВ-УСЛУБИЙ МАЖМУА

(нофилологик йўналишда инглиз тилини хорижий тил сифатида ҳамда филологик йўналишда  
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Ўқув-услубий мажмуа олий ва ўрта махсус, касб-хунар таълими ўқув-методик  
бирлашмалари фаолиятини Мувофиқлаштирувчи Кенгашининг 2011 йил «\_\_» \_\_\_\_\_ даги \_\_ -  
сонли қарорига мувофиқ нашрга тавсия этилган.

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## Сўз боши

Сўнгги йиллар давомида жаҳон миқёсида рўй бераётган глобаллашув, интеграция жараёнлари, чет тили ўқитиш методикасига яқин бўлган фанларда эришилган ютуқлар хорижий тил таълими методикасида тубдан бурилиш ясалишига олиб келди. Чет тилининг жамиятдаги мақоми ўзгарди, унинг функциялари кенгайиб бормоқда. Хорижий тилларга дунё миқёсида юз бераётган глобаллашув ва интеграция жараёнларини тезлаштириш нуктаи назаридан маданиятлараро мулоқотни амалга оширувчи восита, шунингдек, ҳар бир мутахассис касбий лаёқатининг етакчи компонентларидан бири сифатида қаралмоқда.

Республикамызда хорижий тилларни ўқитишга катта эътибор қаратилмоқда. Барча таълим муассасаларида хорижий тилларни ўқитиш йўлга қўйилган, ўқувчи, талаба ва барча тоифадаги тил ўрганувчилар замонавий ўқув адабиётлари билан таъминланган. Бир қатор университет ва педагогика институтларида малакали хорижий тил ўқитувчилари тайёрланмоқда. Бироқ республикамызнинг хорижий мамлакатлар билан турли соҳаларда ҳамкорлик алоқаларининг кенгайиши ҳар бир мутахассисдан чет тилини мукамал ўзлаштиришни ва хорижий ҳамкасблар билан тўғридан-тўғри мулоқот қила олишларини тақозо қилмоқда.

Ўзбекистон Республикаси Президенти И.А.Каримовнинг 2010 йил 17 декабрь куни Халқ депутатлари Самарқанд вилояти Кенгашининг навбатдан ташқари сессиясидаги маърузасида олий таълим муассасаларида информацион технологиялар, хусусан Интернетдан самарали фойдаланиш ва касбий фаолиятда инглиз тилини қўллаш учун амалий кўникмаларга эга бўлиш масалаларига алоҳида аҳамият қаратилган.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2011 йил 19 январдаги “Таълим муассасалари битирувчиларининг инглиз тилини билишлари ҳамда компьютер технологиялари ва интернет тармоғидан фойдаланишнинг таянч кўникмаларига эга бўлишларини таъминлаш бўйича комплекс чора-тадбирлар дастури” ижросини таъминлаш тўғрисида” ги 21 –сонли буйруғида фан, техника, технологияларнинг жадал ривожланиши, замонавий билимларни эгаллашда халқаро ахборот манбаларидан фойдаланиш зарурати таъкидланган ва ҳар бир олий таълим муассасаси талабаларининг информацион технологиялар ҳамда инглиз тилини билиш ва амалда қўллаш олишларини таъминлашга қаратилган вазифалар қўйилган.

Мазкур ўқув-услубий мажмуада Ўзбекистон Республикасида инглиз тилини ўқитиш тизимлари, Европа Иттифоқига аъзо мамлакатларда хорижий тилни ўзлаштириш даражалари ва уларнинг методик тафсилоти, инглиз тили амалий курсининг тузилиши, инглиз тили амалий курсининг бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан кетма-кетлиги, инглиз тили амалий курсининг мақсади ва вазифалари, таълим жараёнида фойдаланиш учун тавсия қилинаётган интерактив электрон дарсликнинг хусусиятлари, талабаларининг мустақил ишларини ташкил этиш ва уларни назорат қилиш, илғор педагогик технологиялар ёрдамида интенсиф таҳсил бериш услубиёти ва дарс жадваллари, талабалар мустақил ишларини ташкил этиш ва уларни назорат қилиш бўйича тавсиялар, ишчи дастури, илк босқичда фойдаланиладиган ўқитиш материаллари, таълимнинг технологик харитаси, рейтинг назорати ва баҳолаш мезонлари, таркибида аудиомашқ кўлёмаси (скрипти) билан таъминланган ўқитувчига мўлжалланган “манбалар” тўплами (Resource book), машқлар тўплами (Home Study Book), нутқ малакаларини ривожлантиришга қаратилган лаборатория машқлар иловаси (EPD), давлатчилик ва иқтисодиёт йўналишидаги “манбалар” тўплами (Resource Book), мазкур йўналишлардаги машқлар тўплами (Work Book) баён этилган ва таркибида илк босқич интерактив электрон дарслиги ва аудиомашқларга оид лазер дисклари келтирилган.

Бугунги кунда инглиз тили амалиётда қўлланилиш даражаси жиҳатидан дунёда етакчи ўринлардан бирини эгаллайди. Умид қиламизки, ушбу мажмуа талабаларнинг инглиз тили бўйича кўникма ва малакаларини маданиятлараро эркин мулоқот даражасида ривожлантиришга муносиб ҳисса қўшади.

# ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:  
№ \_\_\_\_\_  
20\_\_ йил « \_\_\_\_ » \_\_\_\_\_

Ўзбекистон Республикаси Олий  
ва ўрта махсус таълим  
вазирлигининг  
20\_\_ йил « \_\_\_\_ » \_\_\_\_\_ даги  
« \_\_\_\_ » - сонли буйруғи билан  
тасдиқланган

## ИНГЛИЗ ТИЛИ

амалий курсининг

## ЎҚУВ ДАСТУРИ

**Билим соҳалари:**

- 100 000 – Таълим
- 200 000 – Гуманитар фанлар ва санъат
- 300 000 – Ижтимоий фанлар, иқтисод ва ҳуқуқ
- 400 000 – Фан
- 500 000 – Инжиниринг, ишлаб чиқариш ва қурилиш тармоқлари
- 600 000 – Қишлоқ ва сув хўжалиги
- 700 000 – Соғлиқни сақлаш ва ижтимоий таъминот
- 800 000 – Хизматлар

**Таълим соҳалари:** Олий таълим классификаторида қайд этилган тегишли барча таълим соҳалари

**Таълим йўналишлари:** Олий таълимнинг тегишли барча таълим йўналишлари учун

Курснинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими ўқув-методик бирлашмалари фаолиятини Мувофиқлаштирувчи кенгашнинг 20\_\_ йил «\_\_» \_\_\_\_\_даги \_\_\_\_ - сон мажлис баёни билан маъқулланган.

Мазкур ўқув дастури Ўзбекистон давлат жаҳон тиллари университети, Тошкент давлат юридик институти ва Тошкент давлат педагогика университети мутахассислари ҳамкорлигида ишлаб чиқилди.

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Ушбу намунавий дастур бакалавриат таълим йўналишлари (нофилологик йўналишлар ҳамда тегишли филологик йўналишларда иккинчи хорижий тил сифатида) талабаларининг инглиз тили бўйича билим, кўникма, малакаларини шакллантириш ва ривожлантиришга мўлжалланган.

Курснинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетининг Илмий кенгашида муҳокама қилинган ва тасдиққа тавсия қилинган (20\_\_ йил «\_\_» \_\_\_\_\_ даги \_\_ - сонли баённома)

## 1.ЎЗБЕКИСТОН РЕСПУБЛИКАСИДА ИНГЛИЗ ТИЛИНИ ЎҚИТИШ

Ўзбекистонда инглиз тилини ўқитиш эгилувчан хусусиятга эга бўлиб, у талабаларнинг турли эҳтиёжларини қамрайдиган, ҳар бири махсус босқичлардан иборат бўлган турли ўқитиш тизимларидан иборат. Улар қуйидагилардир:



Кўрсатиб ўтилган ҳар бир таълим тизими ўз навбатида кичик таълим тизимлари (масалан, халқ таълими тизимида 5-9, 2-9 синфларда ўқитиш) ва босқичлардан (у ёки бу синф ўқувчилари ёки курс талабаларида) иборат. Албатта, инглиз тилини ўқитиш тизимлари қанча кўп бўлса, шунча эгилувчан, таҳсил олувчиларнинг эҳтиёжларини тўлиқроқ қамрайдиган бўлади. Аммо мазкур ҳолат ўзига хос муаммолардан ҳоли эмас. Масалан, ўрта махсус таълим тизимида ўқишни бошлаётган талабалар (халқ таълими муассасаларидан сўнг) икки тоифага бўлинади:

- 5-9 синфларда инглиз тилини ўрганган ўқувчилар;
- 2-9 синфларда инглиз тилини ўрганган ўқувчилар.

Маълумки, тил ўрганувчиларининг эришган билим, кўникма ва малака даражалари бир хил бўлмайди. Шундай экан, юқорида қайд этилган ва турли билим, кўникма ва малакалар даражасига эга бўлган ўқувчилар коллеж ёки лицейнинг (ёки олий таълим муассасасининг) биринчи курс таҳсилини ягона дастур ва ўқув адабиётлари бўйича ўтишлари мақсадга мувофиқ эмас. Бундан

ташқари, ихтисослаштирилган (араб, ҳинд, хитой ва ҳ.к.) умумий ўрта таълим мактабларида хорижий тилни ўқиган ўқувчилар навбатдаги таълим тизимидаги босқичда (масалан, коллеж, лицейларда, олий таълим муассасаларида) мазкур тил ўқитилмаётган бўлса, қайси дастур ва ўқув адабиётлар бўйича инглиз тилини ўрганишлари лозим бўлади? - деган саволга жавоб беришга тўғри келади. Шу ва шунга ўхшаш вазиятлар билан олий ва ўрта махсус таълим тизимида ишлайдиган ўқитувчилар тез-тез дуч келиши одатий ҳолатга айланган. Бу муаммоли вазиятни айнан шу ўқитувчиларнинг ўзлари ижобий ҳал қилишлари ҳам ҳеч кимга сир эмас. Одатда бундай ҳолларда таҳсил бошида гуруҳларни “а”, “b”, “с” тоифаларга (ўзлаштирилган билим, кўникма ва малакаларга таянган ҳолда) ажратиш тажрибаси кенг тарқалган.

Шундай қилиб, навбатдаги (масалан, 9 синфдан сўнг, ёки бакалавриятнинг 1 курсидан) босқич таҳсилини бошламоқчи бўлган ўқувчи/талабаларни (инглиз тилидан ўзлаштирган билим, кўникма ва малакалари нуқтаи назаридан) табақалаштирмоқчи бўлсак, уларни қуйидаги тоифаларга ажратиш мумкин:

1. Инглиз тили ўрганишни ихтисослаштирилган мактабнинг 2 синфидан бошлаган ўқувчилар;
2. Инглиз тилидан таҳсилни 5 синфдан бошлаган ўқувчилар;
3. Махсус инглиз тили курсларида таҳсил олган ўқувчилар;
4. Мактабда бошқа хорижий тилни ўрганган ва навбатдаги босқичда мазкур тил бўйича таҳсилни ташкил этиш имконияти йўқлиги сабабли инглиз тилини илк босқичдан ўқиш эҳтиёжига эга талабалар;
5. Субъектив ва объектив сабабларга кўра таҳсилнинг навбатдаги босқич талабига жавоб бермайдиган ўқувчилар.

Бундай ҳолатларда дастур ва ўқув материалларни узвийлик тамойилига мувофиқлаштириш ва унда талабалар эҳтиёжини ҳисобга олиш зарурияти туғилади. Ушбу зарурият Ўзбекистон шароитида инглиз тили ўқитишнинг эгилувчан тизими талабларига жавоб берадиган дастур ва ўқув материаллари яратишга замин яратади. Бунда:

- юқорида қайд этилган таълим тизимларининг ҳар бири учун алоҳида инглиз тили ўқитиш бўйича дастур ва ўқув материалларини яратиш;
- инглиз тилини ўқитиш тизими билан параллел ишлайдиган интенсив босқичма-босқич ўқитиш тизимини кўшимча равишда яратиш мақсадга мувофиқ.

Биринчи ҳолатда ўқув дастурлари ва материаллари турларининг кўпайиши кутилади ва бу ҳолат таҳсил жараёнини бошқаришга салбий таъсир этиши мумкин. Иккинчи ҳолатда олий ва ўрта махсус таълим ўқув юртлари учун параллел равишда ишлайдиган, унификациялаштирилган инглиз тилини интенсив босқичма-босқич ўргатиш тизими, дастурлар ва таълим материалларини яратиш таклиф этилади.

Тилни эгаллаш даражаси чексиз бўлганлиги, тил ўрганишга ажратиладиган вақтнинг чегараланганлиги, шунингдек, тилдан турли вазиятларда турли даражада фойдаланиш мумкинлиги эътиборга олиниб жаҳон миқёсида тилни ўзлаштириш даражалари тизими ишлаб чиқилган. Бу тизим Европа Иттифоқига аъзо барча давлатларда жорий этилган.



## 2. ЕВРОПА ИТТИФОҚИГА АЪЗО ДАВЛАТЛАРДА ХОРИЖИЙ ТИЛНИ ЎЗЛАШТИРИШ ДАРАЖАЛАРИ

Европа Иттифоқига аъзо мамлакатларда хорижий тилни ўзлаштириш компетенцияси 3 даражали классик тизимга асосланган. Бу тизим Европа Иттифоқига аъзо давлатларнинг барчасида жорий этилган (Қаранг: Общеввропейские компетенции владения иностранным языком: Изучение, преподавание, оценка. - Страсбург, 1996).

Мазкур тизим 3 даражали классик тизимга А, В, С (базавий, ўрта ва юқори даража) асосланган бўлиб, ўз навбатида ҳар бир даража 2 поғонадан иборат. Улар қуйидаги жадвалда ифодаланган:

### Тилни ўзлаштириш даража ва поғоналари

<b><u>A</u></b> Тилни ўзлаштиришнинг илк даражаси (Basic user)	<b><u>A1</u></b> Тилни ўзлаштиришнинг илк даражаси (хорижий тилни ўзлаштириш бўйича тил ўрганувчиларда билим, кўникма ва малакаларнинг илк шаклланиш даражаси) (Break through )
	<b><u>A2</u></b> Тилни ўзлаштиришнинг бошланғич даражаси (хорижий тилни ўзлаштириш бўйича тил ўрганувчиларда билим, кўникма ва малакалар шаклланишининг бошланғич даражаси) (Waystage)
<b><u>B</u></b> Тилни мустақил ўзлаштириш даражаси (Independent user)	<b><u>B1</u></b> Тилни ўзлаштиришнинг қуйи-ўрта даражаси (Threshold)
	<b><u>B2</u></b> Тилни ўзлаштиришнинг ўрта босқич даражаси (Vintage)
<b><u>C</u></b> Тилда эркин мулоқот қилиш даражаси (Effective Operational Proficiency and Mastery Level)	<b><u>C1</u></b> Тилни касбий эгаллаш даражаси (Effective Operational Proficiency)
	<b><u>C2</u></b> Тилни мукамал эгаллаш даражаси (Mastery)

## 3. ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИНИНГ ТУЗИЛИШИ

Республикамизнинг барча таълим муассасаларида хорижий тил таълими табақалаштирилган ёндашув асосида олиб борилади. Бу ёндашувга мувофиқ таълим босқичма – босқич узвий шаклда амалга оширилади. Нофилологик йўналишда хорижий тил сифатида ҳамда филологик йўналишда иккинчи хорижий тил сифатида ўқитиладиган олий таълим муассасаларида инглиз тилини ўқитишда қуйидаги босқичлар фарқланади:

1. Илк босқич – А1 – Basic user – 108 соат;
2. Бошланғич босқич – А2 -Waystage - 72 соат;
3. Қуйи- ўрта босқич – В1 – Threshold- 144 соат;
4. Ўрта босқич – В2 – Vintage - 56 соат.

Босқичлар бўйича соатлар тақсимоги шартлидир. Уларни белгилашда режалаштирилган ўқув материаллари тингловчилар томонидан ўзлаштирилиши ҳамда замонавий технологияларни ўқув жараёнида самарали қўллаш ва интенсивлаштириш эвазига қисқариш мумкинлиги (ёки тингловчиларнинг материални ўзлаштириш имкониятлари даражасида кенгайиши) эътиборга олинади.

Олий таълим муассасаларининг бакалавриатура босқичида инглиз тили ўқитилишини ташкил этишда талабаларнинг тилни ўрганишга бўлган эҳтиёжлари, академик гуруҳларни шакллантириш, таълимнинг мақсад, вазифалари ва мазмунига алоҳида эътибор қаратилади ҳамда уларнинг тил ўрганишга нисбатан мотивациялари, тилни ўзлаштириш қобилиятлари, тил бўйича эгаллаган билимлари қайси даражага мослигини аниқлаш кириш тести (Placement test) натижалари асосида амалга оширилади. Тест натижаларига кўра 25 баллгача баҳоланган тингловчи тилни ўзлаштиришнинг илк даражаси, 26 – 35 баллгача баҳоланган тингловчи тилни ўзлаштиришнинг бошланғич даражаси, 36 - 45 баллгача баҳоланган тингловчи тилни ўзлаштиришнинг қуйи-ўрта даражаси, 45 – 60 баллгача баҳоланган тингловчи тилни ўзлаштиришнинг ўрта даражасида таҳсил олиш имкониятига эга бўлади.

Мазкур Намунавий дастур ана шундай тизимга асосланади. Таклиф этилаётган тизимнинг ҳар бир босқичи хорижий тажриба, маҳаллий реалияларга таянган ишчи дастурлари, услубий кўрсатмалар, рейтинг тизими, технологик карта, чегаравий назорат электрон тестлар мажмуаси, полиграфик ва электрон ўқув материаллари билан таъминланиши шарт.

#### **4. ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИНИНГ БОШҚА ФАНЛАР БИЛАН ЎЗARO БОҒЛИҚЛИГИ ВА УСЛУБИЙ ЖИҲАТДАН КЕТМА-КЕТЛИГИ**

Инглиз тили амалий курси олий таълим классификаторига мос таълим йўналишларида ўқитиладиган фанлар билан ўзаро боғлиқ. Олий таълимда ўқитиладиган барча фанлар талабаларнинг умумий ўрта ва ўрта махсус, касб-ҳунар таълими негизида олган билимларини тўлдириш ва ривожлантиришга, миллий ғоя ва демократия, миллий ва умуминсоний қадриятлар негизида илмий ва гуманитар дунёқарашни, юксак маънавият ва демократик маданиятни, иқтисодий, ҳуқуқий ва ижодий тафаккурни, эътиқод ва ижтимоий-сиёсий фаолликни шакллантиришга қаратилган. Шу боис инглиз тили амалий курси ўқув режанинг мажбурий фанлар блокадаги - гуманитар ва ижтимоий-иқтисодий, математик ва табиий-илмий, умумқасбий, ихтисослик ҳамда қўшимча фанларнинг касбий хусусиятларига мос равишда ўқитилади. Курсни ўзлаштириш жараёнида талабаларнинг инглиз тили бўйича оғзаки ва ёзма нутқлари касбий фаолият билан боғлиқ сўз ва сўз бирикмалари, терминлар билан бойитилади ҳамда ихтисосликлари бўйича инглиз тилида мунозара ва муҳокамаларда иштирок этиб, ўз фикрини дадил ҳимоя қилишларига имкон яратилади.

## **5. ИНГЛИЗ ТИЛИ АМАЛИЙ КУРСИНИНГ МАҚСАДИ ВА ВАЗИФАЛАРИ**

### **Инглиз тили амалий курсининг мақсади**

Инглиз тили амалий курсининг асосий мақсади бўлажак олий маълумотли мутахассисларнинг инглиз тилида маданиятлараро мулоқот қилиш компетенциясини шакллантиришдан иборат. Мазкур компетенция нутқ фаолиятининг турлари – тинглаб тушуниш, гапириш, ўқиш, ёзув ва матнларни таржима қилиш малакаларига асосланади. Маданиятлараро мулоқот қилиш компетенцияси таркибан ва мазмунан мураккаб бўлиб, у лингвистик, лингвокультурологик, коммуникатив, ижтимоий-маданий, дискурсив каби компонентларни ўз ичига олади.

Ҳар бир компонент мазмунини тегишли билим, кўникма, малакалар, тил ўрганувчиларнинг умумий дунёқарашлари, тилни ўрганиш мойилликлари, қизиқишлари, мотивациялари, тилни ўрганишга бўлган муносабатлари, товуш ва сўзларни раво талаффуз қилишлари, ҳодиса, воқеа, борлиқни билиб олиш қобилиятлари, мантиқий тушуниш, тилни ҳис қилиш, нутқий фаолият билан боғлиқ психик функциялар, мулоқотга киришиш қобилиятлари, характер белгилари (меҳнатсеварлик, ирода, мақсадга интилиш, фаоллик ва б.), мустақил ишлаш сингари жиҳатлар ташкил этади.

#### **Инглиз тили амалий курсининг вазифаларини қўйидагилар ташкил этади:**

- талабаларнинг ўрта таълимда эришган билим, кўникма ва малакалари даражасини кенгайтириш;
- талабаларда тил минимумларини ташкил этувчи ҳодисалар ҳақида лингвистик билим ва уларни нутқ фаолиятининг турларида ишлатиш бўйича дастур талаби даражасида билимларни шакллантириш;
- талабаларда таълим мавзулари бўйича ижтимоий-сиёсий, ижтимоий-маданий, касбий билимни шакллантириш;
- талабаларнинг инглиз тилида кўникма ва малакаларини таълим мавзулари бўйича шакллантириш;
- талабаларда касбий ва умумий этикага оид кўникма ва малакаларни ривожлантиришга ҳисса қўшиш;
- талабаларнинг нутқий фаолиятини, психик функциялари ва улардаги характер қирраларини шакллантириш;
- талабаларнинг инглиз тили устида мустақил ишлаш кўникма ва малакаларини шакллантириш ва такомиллаштириш;
- тил ўрганувчиларнинг умумий дунёқарашлари, тилни ўрганиш мойилликлари, қизиқишлари, мотивацияларини, тилни ўрганишга бўлган муносабатларини ошириш;
- талабаларнинг ҳодиса, воқеа, борлиқни билиб олиш қобилиятлари, мантиқий тушуниш, тилни ҳис қилиш, нутқий фаолият билан боғлиқ руҳий функциялар, мулоқотга киришиш қобилиятлари, характер белгилари (меҳнатсеварлик, ирода, мақсадга интилиш, фаоллик) ҳамда бошқа хислат ва фазилатларини шакллантириш ва ривожлантириш.

## АСОСИЙ ҚИСМ

### 6. НОФИЛОЛОГИК ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИДА ИНГЛИЗ ТИЛИНИ ХОРИЖИЙ ТИЛ СИФАТИДА ВА ФИЛОЛОГИК ЙЎНАЛИШДА ИККИНЧИ ТИЛ СИФАТИДА ЎЗЛАШТИРИШ ДАРАЖА ВА ПОҒОНАЛАРИ БЎЙИЧА ТАЛАБЛАР

#### 6.1. Тилни ўзлаштиришнинг илк босқичи (Break through A1)

Бу босқич ўзлаштирилганидан сўнг талабалар қуйидаги билимларга эга бўлишлари керак:

##### **1. Лингвистик билим:**

**Фонетика:** товуш ва ҳарф муносабатлари, қисқа ва чўзиқ унлилар, жарангли ва жарангсиз ундош товушлар, ҳарфларнинг ўқилиш қоидалари, транскрипция, ассимиляция ва диссимиляция ҳодисалари, оҳанг ва унинг турлари, тонограмма.

**Лексика:** кундалик турмуш мавзуларига оид 360-380 та ва мутахассислик мавзуларига оид 120-130 та лексик бирликлар, уларнинг маънолари, сўз яшаш усуллари.

**Грамматика:** сўз туркумлари, уларнинг грамматик шакллари ва ишлатилиши - отларда кўплик, умумий келишик, қаратқич келишигининг ифодаланиши; отнинг гапда кесим, тўлдирувчи, ўрин ҳоли, эга вазифаларида ишлатилиши); to be, to have феълларнинг ҳозирги ноаниқ (Present Simple) замоннинг турли шаклларда ишлатилиши; аниқ ва ноаниқ артиклар ҳақида тушунча; қаратқич олмошларининг турлари; сифат, сон ва қаратқич олмошларининг аниқловчи вазифасида ишлатилиши; this/these - that/those кўрсатқич олмошлари ва уларнинг гапда ишлатилиши; кишилик олмошлари (бирлик/кўплик); макон ифодаловчи предлоглар; гап ва унинг турлари (бўйруқ, ундов гаплар; дарак гап; сўроқ гап), гапларнинг тасдиқ ва инкор шакллари, уларнинг ясалиши, гапларда сўз тартиби; there is/are нинг ишлатилиш ҳолатлари.

##### **Мамлакатшуносликка оид билим:**

Ўзбекистон Республикаси, Буюк Британия ва АҚШнинг географияси, иқлими, спорт, хобби ва унинг турлари.

##### **Ижтимоий - сиёсий соҳага оид билим:**

кундалик воқеалар, машҳур ёзувчи ва шоирлар, давлат арбоблари, давлат рамзлари, Давлат тили ҳақидаги қонун, Кадрлар тайёрлаш миллий дастури.

##### **Маданиятшуносликка оид билим:**

турли вазиятларда ўзини тутиш, бошқа шахслар билан саломлашиш, танишиш, хайрлашиш, овқатланиш, йўл ҳаракати қоидалари, меҳмондўстлик, меҳмонни кутиб олиш ва уни кузатиш, транспорт хизматидан фойдаланиш, харид қоидалари, бирор нарсани бошқа шахсдан сўраш; дам олиш ва ҳ.к.

**Касбий билим:** касбий фаолиятда инглиз тилининг аҳамияти, инглиз тилининг халқаро миқёсидаги ўрни, мутахассисликка оид касбий терминлар, мутахассислик турлари ва уларнинг хизмат вазифалари.

**Талабалар нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакаларга эга бўлишлари лозим:**

### **Тинглаб тушуниш**

- қисқа ва узун унли товушлар билан келган сўзларни эшитиб англаш;
- инглиз тили фонемалари талаффузини эшитиб фарқлаш;
- гап ва матнларни тинглаш жараёнида оҳанг турларини фарқлаш;
- шипилловчи ва тил оралиғи товушларини эшитиб англаш;
- сўзнинг урғу тузилишини аниқлаш;
- нутқ оқими ва танаффуснинг (пауза) синтагматик бўлинишини тинглаб тушуниш;
- эмфатик урғуни тушуниш;
- ўтилган лексик-грамматик мавзу асосида тузилган матнни тинглаб тушуниш.

Матн 2-3 дақиқа давомида меъёрий тезликда тингланади.

Овоз характери: таниш, нотаниш, жонли нутқ, механик ёзув.

### **Гапириш. Диалогик нутқ**

Талабалар ўз нутқларини бошлай билишлари ва тугата олишлари шарт. Сўзловчи суҳбатдошига маслаҳат ёки бирор нарсани таклиф қила олиши, шунингдек саволларга жавоб бера олиши ҳамда тингланган фактларни муҳокама қила билиши ва унга баҳо бера олиши шарт.

Ҳар бир суҳбатдошнинг нутқ ҳажми 3-4 та гапдан иборат бўлиши керак.

Нутқ тезлиги бир дақиқада 80-90 та сўзни ташкил этади.

### **Монологик нутқ**

Мазкур босқичга оид мавзулар бўйича талабалар содда гаплардан фойдаланиб билдиришлар, янгиликлар, маълумотлар бера олишлари шарт. Фикрни билдириш 8-10 та гапдан ташкил топади.

Нутқ тезлиги: бир дақиқада 90-100 та сўз.

### **Ўқиш. Танишув ўқиш (Scanning)**

Танишув ўқишдан мақсад матннинг асосий мазмунини тушунишдир. Матнлар содда, талабаларга таниш бўлган тил материали асосида тузилади. Ўқиш тезлиги ва матн ҳажми: 30 дақиқада 2000-2100 та босма белгидан иборат матнни луғат ёрдамисиз ўқиб, унинг асосий мазмунини тушуниш. Матн характери: илмий-оммабоп, ижтимоий-сиёсий бўлиб, таркибида 3-4 % гача нотаниш лексика мавжуд бўлади.

### **Ёзув**

Талабалар куйидаги малакаларга эга бўлишлари шарт:

- маълум бир вазифани бажаришда, тил минимуми таркибига кирувчи актив сўз ва сўз бирикмаларини тўғри ёзиш;
- сўровномаларни тўлдириш;
- эълон ёзиш;
- матндаги “калит” сўзларни ёзиш;
- берилган мавзу бўйича қисқача маълумот ёзиш;
- хат ёзиш, хатга жавоб қайтариш;
- таржимаи ҳол ёзиш.

### **Таржима**

- босқич минимуми сўзларини она тилига таржима қилиш;
- босқич мавзуларига оид содда гапларни инглиз тилидан она тилига таржима қилиш.

## 6.2. Тилни ўзлаштиришнинг бошланғич босқичи (Waystage A2)

Бошланғич босқичнинг мақсади илк босқичда инглиз тилида шаклланган маданиятлараро мулоқот компетенцияси даражасини юқорига кўтаришдир.

Талабалар қуйидаги **билимларга** эга бўлишлари керак:

### 1. Лингвистик билим :

**Фонетика:** инглиз тили ҳарфларининг сўз таркибида ёзилиш қоидалари, содда, буйруқ, ундов, сўроқ гаплар, оҳанг ва унинг турлари.

**Лексика:** кундалик турмуш мавзуларига оид 430-450 та ва мутахассислик мавзуларига оид 150-170 та лексик бирликлар, уларнинг маънолари, сўз ясаш усуллари.

**Грамматика:** “The Present Indefinite, The Present Continuous Tenses – for present and fututure actions” - ясалиши ва ишлатилиши, тўғри ва нотўғри феъллар (regular and irregular verbs) тўғрисидаги тушунча, “The Past Indefinite Tense”, “The Present Perfect Tense” - ясалиш ва ишлатилиш ҳолатлари, “to be going to” конструкциянинг ишлатилиши; герундий ва унинг гапдаги ўрни; “can” модал феълнинг ишлатилиши; сифат даражалари; “some/ any”, “to have/to have got”, “good/well”, “bad/badly”, “many/much”, few/ little”, “so/too many (much)”, “plenty of/a lot of/a lot” сўз ва сўз бирикмаларининг гапда ишлатилиши; here it is/they are, “my task (...,...) is to” конструкциялари; “how/how well/how often”, “which/which of ...” билан бошланадиган сўроқ гаплар.

### 2. Мамлакатшуносликка оид билим:

а) транспорт тизими, маиший хизмат, тиббий хизмат;

б) Буюк Британия ва АҚШ саноати, иқтисодиёти, тарихий обидалари, таълим тизими.

### 3. Ижтимоий-сиёсий билим:

а) Ўзбекистон Республикасида: кундалик воқеалар тафсилоти, сиёсий партиялар, демократик принциплар, инсон ҳуқуқлари;

б) Буюк Британия ва АҚШда: кундалик воқеалар тафсилоти, сиёсий партиялар, демократик принциплар.

### 4. Маданиятшуносликка оид билим:

а) миллий маданиятимизга оид: таълим муассасаларида ва бошқа жамоат жойларида қоидаларга риоя қилиш, маъруза қилиш, китоб ўқиш, мустақил ишлаш;

б) Буюк Британия ва АҚШда меҳмондўстлик, жамоат жойларида овқатланиш, транспорт хизматидан фойдаланиш.

**5. Касбий билим:** касбга тайёрлаш тизими, турли касблар ва уларнинг афзалликлари, хизмат вазифаси, маош, иш топишда рақобат.

Талабалар нутқ фаолияти турлари бўйича қуйидаги **кўникма ва малакаларга** эга бўлишлари лозим:

#### Тинглаб тушуниш

- мазкур босқичда ва илк босқичда ўрганилган лексик минимумларини ташкил этувчи сўз бирликларини тинглаб, уларнинг маъноларини англаш;

- тинглаш жараёнида оҳанг турларини фарқлаш ва уларнинг маъно оттенкаларини тушуниш;

- сўз ва гапларда урғуларнинг маъно оттенкаларини англаш.

- таълим мавзулари бўйича талабаларга таниш бўлган тил материали асосида тузилган матнларни тинглаб, уларнинг асосий мазмунини тушуниш.

Матн 3-4 дақиқа давомида тингланади.

Овоз характери: таниш, нотаниш, жонли нутқ, механик ёзув.

Овоз тезлиги - меъёрий.

### **Гапириш. Диалогик нутқ**

- хорижликлар билан инглиз тилида турли ҳаётий вазиятларда мулоқотга киришиш;

- суҳбатдошини қизиқтирган мавзулар ва босқич мавзулари бўйича суҳбат қилиш.

Нутқ ҳажми 5-6 та гапдан иборат. Нутқ тезлиги - 1 дақиқада 80-100 та сўз.

### **Монологик нутқ**

- шахсий таассуротлар, турли воқеалар ҳақида содда ҳикоя тузиш ва уни ифодалаб бериш;

- воқеа, ҳодиса, предмет ва бошқа шахсларга нисбатан ўзининг шахсий фикрини билдириш;

- ўқилган китоб ёки кўрилган фильм мазмунини содда гаплар билан сўзлаб бериш.

Нутқ ҳажми 10-12 та гап. Нутқ тезлиги - 1 дақиқада 110-120 та сўз.

### **Ўқиш. Танишув ўқиш (Scanning)**

- босқич мавзулари доирасида таркибида 6 % гача нотаниш сўзлар мавжуд бўлган матнларни ўқиб тушуниш;

- реклама, католог, плакат, эълонларни ўқиб англай олиш.

Матн ҳажми ва ўқиш тезлиги: 30 дақиқада 2400-2800 босма белгидан иборат матнни луғат ёрдамисиз ўқиб, унинг мазмунини тушуниш.

### **Ўрганув ўқиш (Scimming)**

Матн луғат ёрдамида ўқилади, матн мазмуни тўлиқ тушунилиши лозим. Матн ҳажми ва ўқиш тезлиги: 30 дақиқада 1200-1400 босма белгидан иборат бўлади.

Матн таркибида 8-10% гача нотаниш сўзлар мавжуд.

Матн характери: илмий-оммабоп, бадий ҳамда мутахассислик йўналишларига хос.

### **Кўз югуртириб ўқиш (Speed reading)**

Матн характери: ижтимоий-сиёсий, илмий-оммабоп, оригинал ҳамда мослаштирилган.

Матн ҳажми ва ўқиш тезлиги: 1200-1500 босма белгидан иборат матн уч дақиқа давомида луғат ёрдамисиз ўқилади ва унинг асосий мазмуни тушунилади.

### **Ёзув**

- АҚШ ва Буюк Британиялик талабаларга, тенгдошларига инглиз тилида хат ёзиш;

- ишга, ўқишга кириш, турли танловларда қатнашиш учун ариза ёзиш;

- табрик хатлари, расмий ва норасмий таклифномалар ёзиш;

- хат ва телеграммаларга жавоб ёзиш;

- матн мазмунига аннотация ёзиш;

- электрон хабарлар ёзиш.

## Таржима

- таълим мавзуларига оид содда гаплардан тузилган матнларни инглиз тилидан она тилига таржима қилиш.

Таржима ҳажми ва таржима қилиш тезлиги: 60 дақиқада луғат ёрдамида 600-700 босма белгидан иборат матн таржима қилиниши лозим.

Таржима характери: ёзма, инглиз тилидан она тилига.

### 6.3 Тилни ўзлаштиришнинг қуйи-ўрта босқичи (Threshold B1)

Мазкур босқичнинг мақсади илк ва бошланғич босқичларда инглиз тилида шаклланган мулоқот компетенцияси даражасини янги мавзулар, янги лексик бирликлар, мутахассисликка оид янги маълумотлар асосида такомиллаштиришдир.

Талабалар қуйидаги **билимларга** эга бўлишлари керак:

**Лингвистик билим:**

**Графика:** ҳарф бирикмаларининг ёзилиши.

**Фонетика:** инглиз тили унли фонемаларининг урғусиз бўғинларда талаффуз этилиши;

**Лексика:** кундалик инглиз тилига оид 450-470 та сўз ва сўз бирикмалари, мутахассисликка оид 180-200 та атамалар ва уларнинг маънолари, сўз яшаш усуллари.

**Грамматика:** “The Past Indefinite, Past Continuous, The Future Indefinite, The Past Perfect tenses”, Participle I and Participial Constructions – ясалиши ва ишлатилиши; who (whom) иштирокидаги мураккаб гап; who, that, which, where иштирокидаги эргашган қўшма гаплар – ясалиши ва ишлатилиши; can, may, might, must, should, have to/to be to, need, will ва бошқа модал феъллар ва ва модал феъл маъносидаги конструкцияларнинг ишлатилиши; want/hope/would like to do smth; like/enjoy/love doing smth конструкциялар ва ишлатилиши; than сўзни қиёслаш мақсадида, “as” - ни бўлиб, қилиб маъноларида ишлатилиши; “it is easy (difficult, ...) to” конструкциялари.

**Мамлакатшуносликка оид билим:**

- а) Ўзбекистон республикасида: савдо тизими, аҳоли, касб, иш билан таъминлаш;
- б) Буюк Британия ва АҚШ да: аҳоли, савдо тизими, тиббий хизмат, касб, ишсизлик, давлат қурилиши, тил сиёсати, маиший хизмат кўрсатиш.

**Ижтимоий-сиёсий билим:**

- а) Ўзбекистон Республикасида: инсон ва унинг жамиятдаги ўрни, инсон кадриятлари, сайлов, сайлов принциплари, ташқи алоқалар, таълим муассасаларининг хорижий мамлакатлар билан алоқалари;
- б) Буюк Британия ва АҚШда: инсон ва унинг жамиятдаги ўрни, сайлов, сайлов принциплари.

**Маданиятшуносликка оид билим:**

- а) миллий маданиятимизга оид: хизмат вазифаларини бажариш, маиший хизматдан фойдаланиш, турли касб эгалари, турли ёшдаги, турли мансабдаги кишилар билан саломлашиш, хайрлашиш, мулоқот қилиш, кийиниш маданияти;



б) Буюк Британия ва АҚШ да: хизмат вазифаларини бажариш, маиший хизмат кўрсатишдан фойдаланиш, турли касб эгалари, турли ёшдаги, турли мансабдаги кишилар билан саломлашиш, хайрлашиш, мулоқот қилиш, кийиниш маданияти.

**Касбий билим:** мутахассислик бўйича малака ошириш, касб эгасининг инсоний фазилатлари, ҳуқуқий маданияти, инсон ҳуқуқларини ҳимоя қилиш, меҳнатга ҳақ тўлаш тизими, ижтимоий ҳимоя тизими.

**Талабалар нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакаларга эга бўлишлари лозим:**

#### **Тинглаб тушуниш**

- босқич мавзулари доирасида таркибида 4-6%гача нотаниш лексик бирликлари мавжуд бўлган матнларни тинглаш ва уларнинг асосий мазмунини тушуниш.

- сўз ва гапларда урғуларнинг маъно оттенкаларни англаш;

Матн характери: илмий-оммабоп, кундалик турмуш ва мутахассислик соҳасига йўналтирилган.

Матн ҳажми ва эшиттириш тезлиги: 1 дақиқада 120-130та сўз, тинглаш давомийлиги 5 дақиқа.

Овоз характери: таниш, нотаниш, жонли нутқ, механик ёзув.

#### **Гапириш. Диалогик нутқ**

- инглиз тилида бошқаларга савол ва таклифлар билан мурожаат қилиш;

- таълим мавзулари доирасида берилган саволларга жавоб қайтариш;

- ўзини қизиқтирган масалалар бўйича керакли маълумотларни сўраб билиш;

- мутахассислик мавзулари бўйича хорижлик касбдошлари билан суҳбат қилиш.

Нутқ ҳажми: 7-8 та гап.

Нутқ тезлиги: 1 дақиқада 100-120 та сўз.

#### **Монологик нутқ**

- таълим мавзулари бўйича ўқилган матн мазмунини сўзлаб бериш;

- матндаги воқеа, ҳодиса ва шахсларга нисбатан ўз фикрини билдириш;

- ўқилган матн мазмунини шарҳлаш;

- тинглаб тушунилган матн мазмунини сўзлаб бериш;

- ўқилган китоб, кўрилган фильм қахрамонларини тасвирлаш.

Нутқ тезлиги: 1 дақиқада 120-130 та сўз.

Нутқ ҳажми: 12-15 та гап.

#### **Ўқиш. Танишув ўқиш (Scanning)**

- таркибида 5-6 % гача нотаниш сўзлар мавжуд бўлган таълим мавзуларига оид матнларни луғат ёрдамисиз ўқиб, уларнинг асосий мазмунини тушуниш.

Матн таркибидаги нотаниш сўзлар, сўз ясаш усуллари, грамматик воситалар контекстга қараб тушунилади.

Матн ҳажми ва ўқиш тезлиги: 30 дақиқада 2800-3000 босма белгидан иборат матнни луғат ёрдамисиз ўқиб, унинг мазмунини тушуниш.

#### **Ўрганув ўқиш (Scimming)**

Матн луғат ёрдамида ўқилади, матн мазмуни тўлиқ тушунилади.

Матн ҳажми ва ўқиш тезлиги: 30 дақиқада 1400-1500 босма белгидан иборат матн.

Матн таркибида 12-15%гача янги сўзлар мавжуд.

Матн характери: илмий – оммабоп, мутахассисликка оид, оригинал ҳамда мослаштирилган матнлар.

### **Кўз югуртириб ўқиш (Speed reading)**

Матн характери: илмий-оммабоп, ижтимоий-сиёсий, оригинал ҳамда мослаштирилган матнлар.

Матн ҳажми ва ўқиш тезлиги: уч дақиқада 1500-1800 босма белгидан иборат матн луғат ёрдамисиз ўқилади ва ундан керакли маълумот олинади.

### **Ёзув**

- маълумот олиш учун сўров хат ёзиш;
- билдириш хати ёзиш;
- эълон ёзиш;
- реклама матнини ёзиш;
- мақола, китоблар мазмуни юзасидан резюме ёзиш;
- берилган мавзу бўйича маълумот ёзиш.

### **Таржима**

- таълим мавзуларига оид содда гаплардан тузилган таркибида 10 % гача нотаниш сўзлар мавжуд бўлган матнни инглиз тилидан она тилига таржима қилиш;
- таълим мавзуларига оид матнларни она тилидан инглиз тилига таржима қилиш.

Таржима ҳажми ва таржима қилиш тезлиги: 60 дақиқада 700-800 босма белгидан иборат матн.

Таржима характери: ёзма, инглиз тилидан она тилига.

## **6.4.Тилни ўзлаштиришнинг ўрта босқичи (Vintage B 2)**

Бу босқичда талабалар қуйидаги **билимларга** эга бўлишлари керак:

### **Лингвистик билим:**

**Лексика:** кундалик инглиз тилига оид 480-500 та сўз ва сўз бирикмалари, мутахассисликка оид 180-200 та атамалар ва уларнинг маънолари, сўз яшаш усуллари.

**Грамматика:** пайт ва шарт (“when/if clauses”) эргаш гапли кўшма гапларда феъл замонларининг ишлатилиши; мураккаб тўлдирувчи “Complex Object”; замонлар мослашувида (“Sequence of Tenses”) феъл шаклларининг ишлатилиши; ўтган замон сифатдоши ва унинг ишлатилиши (“Participle II and constructions”); феълнинг мажхуллик даражаси (“The Passive Voice”), ясалиши ва ишлатилиши; аниқ артиклининг географик номлар билан ишлатилиши.

### **Мамлакатшуносликка оид билим:**

**а)** Ўзбекистон Республикасида: ёшлар, хотин – қизлар, фан ва техника тараққиёти, кашфиётлар, машҳур кишилик, ахборот воситалари, кўнгил очар машғулотлар;

**б)** Буюк Британия ва АҚШ да: таълим тизими, ёшлар, кўнгил очар машғулотлар, машҳур кишилик, фан ва техника тараққиёти, оммавий ахборот воситалари;

**Ижтимоий-сиёсий билим:** а) Ўзбекистон Республикасида: терроризм ва унга қарши кураш, халқаро ташкилотлар (БМТ, ЕХХТ - Европада хавфсизлик ва

ҳамкорлик ташкилоти), ЮНЕСКО, Интерпол, ЮНИСЕФ, Жаҳон банки), тинчлик учун кураш, гиёҳвандликка, ОИТС га қарши кураш;

**Маданиятшуносликка оид билим:** а) Ватанга муҳаббат, қария ва ногиронларга муносабат, меҳрибонлик уйларидаги болаларга муносабат, мусиқа, ашула, рақс каби санъат турларига муносабат, нотиклик санъати.

**Касбий билим:** мутахассислик фанлари мазмуни, малака ошириш шакллари ва усуллари, семинар, кенгаш, анжуманларда мутахассислик мавзулари бўйича маърузалар, тақдимотлар қилиш, чет эл тажрибасини ўрганиш, жамоат ишларида фаоллик, халқаро қонунлар.

**Талабалар нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакаларга эга бўлишлари лозим:**

#### **Тинглаб тушуниш:**

таълим мавзулари доирасида маъруза, ТВ ва радио орқали эшиттиришлар, бадиий фильмлар мазмунини тушуниш.

Ўқиш: касбий соҳалар ҳамда кундалик турмушнинг долзарб масалалари бўйича мақола ва хабарларни, мураккаб бўлмаган бадиий адабиётни ўқиб тушуниш.

Гапириш

Диалог: тайёргарликсиз суҳбатларда қатнашиш, ўрганилган мавзулар доирасида баҳсларда қатнашиб, ўз фикр-мулоҳазаларини билдириш ва уларнинг тўғрилигини исботлаш.

Монолог: ўрганилган мавзулар бўйича фикр-мулоҳазаларини тушунарли асосли ифодалб бериш.

Ёзув: Таълим мавзулари доирасида эссе, баён, иншо ва маъруза ёзиш.

Таржима.

- босқич лексик минимуми сўзларини она тилига таржима қилиш;
- мавзуларга оид содда гапларни инглиз тилидан она тилига таржима қилиш;
- мавзуларга тааллуқли содда матнларни инглиз тилидан она тилига таржима қилиш.

## **7. АМАЛИЙ МАШҒУЛОТЛАРНИ ТАШКИЛ ЭТИШ БЎЙИЧА КЎРСАТМА ВА ТАВСИЯЛАР**

### **7.1. Тилни ўзлаштиришнинг илк босқичи (Break through A1)**

#### **Мавзулар**

Кундалик турмушда қўлланиладиган инглиз тили: (а) монологик матн: “Ўзим ҳақимда”, “Менинг оилам”, “Менинг шаҳрим”, “Менинг дўстим”, “Менинг хонадоним”, предмет ёки шахснинг жойлашувини тасвирлаш; (б) диалогик матн: саломлашув, хайрлашув, танишиш, стол атрофида учрашув, узр сўраш, манзилга етиб бориш учун зарур маълумотни билиб олиш; (в) давлатчиликка оид мавзулар: Ўзбекистон Республикасининг географик жойлашуви, Мустақил Ўзбекистон, АҚШ, Буюк Британия; (г) иқтисодий мавзулар: “Бизнес ҳақида”, “Бизнес фаолияти”, “Кичик ва катта бизнес”, “Бозор иқтисодиётида кишилар фаолияти”.

#### **Матнлар**

- а) Талабаларга таниш тил материали ва мавзуларга оид содда матнлар;
- б) Мавзуларга оид микродиалоглар.

Нутқ фаолияти жараёни куйидаги матн турларидан ташкил топади: оғзаки (сўзлашиш, миш-миш, фольклор); ёзма (сфратистика, эпиграфика, нумизматика, хатлар, хужжатлар, журналистика, илмий ва бадий матнлар ва бошқалар).

### **Тил материали**

**Фонетика:** инглиз тилидаги барча фонемаларнинг талаффузи; содда дарак гап, буйруқ, ундов, сўроқ гапларнинг оҳанги; саломлашиш, хайрлашиш, узр сўраш, ҳол-аҳвол сўраш каби вазиятларда ибораларнинг оҳанглари.

**Лексика:** кундалик инглиз тилига оид камида 360 -380 сўз ва сўз бирикмалари; мутахассисликка оид камида 120 -130 атамалар (бу ерда ва бундан сўнг кўрсатилган сўз ва сўз бирикмаларининг миқдори фақат актив лексик минимумни ташкил этади).

**Грамматика:** сўз туркумлари (от, олмош ва унинг турлари, сифат, феъл, сон, артикль, предлоглар ва б.), уларнинг грамматик шакллари (отларда кўплик, умумий келишик, қаратқич келишигининг ифодаланиши; отнинг гапда кесим, тўлдирувчи, ўрин ҳоли, эга вазифаларида ишлатилиши; аниқ ва ноаниқ артикълар ва уларнинг ишлатилиши; қаратқич олмошларининг турлари; сифат, сон ва қаратқич олмошларининг аниқловчи вазифасида гапда ишлатилиши; this/these - that/those кўрсатқич олмошлари ва уларнинг гапда ишлатилиши; кишилик олмошлари -бирлик/кўплик; макон ифодаловчи предлоглар, шакллари ва ишлатилиши; to be, to have, there is/are, Present Simple нинг ясалиши ва ишлатилиш ҳолатлари); гап ва унинг турлари (буйруқ, ундов гаплар; дарак гап; сўроқ гап), гапларнинг тасдиқ ва инкор шакллари, уларнинг тузилиши; оборотлар “it is easy (difficult, ...) to”, ва б.

### **Нутқ фаолиятининг турлари бўйича кўникма ва малакалар**

#### **Тинглаб тушуниш**

гапирувчи (нутқ сўзловчи) нинг шахсияти, оиласи ва уни ўраб турган атроф – муҳит доирасида кундалик мулоқот қилиш вазиятларида меъёр даражасида ва аниқ талаффуз қилинадиган нутқ оқимидаги тил ўрганувчига маълум бўлган айрим сўз ва ўта содда гапларни тушуниш малакалари.

#### **Ўқиш. Танишув ўқиш (Scanning)**

каталог, плакат, эълон, рекламалардаги номлар, атамалар, кундалик сўзларни ўқиб тушуниш, шунингдек ўта содда гапларни ўқиб англай олиш малакалари.

#### **Гапириш. Диалогик нутқ**

таълим мавзулари бўйича бошқа шахслар билан суҳбат қилиш, суҳбатдошларга таниш ёки уларни қизиқтирган масалалар бўйича бир-бирларига саволлар бериш ва уларга жавоб қайтариш.

#### **Монологик нутқ**

содда гаплардан фойдаланиб суҳбатдошнинг яшаш манзилини сўраб билиш ва унга таниш бўлган кишилар ҳақида сўзлаш малакалари.

#### **Ёзув**

инглиз тили ҳарфларининг ўқилиш қоидалари, байрам муносабатлари билан оддий табрик хатларини ёзиш, сўровнома тўлдириш.

## Таржима

- босқич лексик минимуми сўзларини она тилига таржима қилиш,
- мавзуларга оид содда гапларни инглиз тилидан она тилига таржима қилиш,
- мавзуларга оид содда матнларни инглиз тилидан она тилига таржима қилиш.

## 7.2. Тилни ўзлаштиришнинг бошланғич босқичи (Waystage A2)

### Мавзулар

а) “Бизнинг университет”, “Менинг иш куним”, “Менинг дам олиш куним”, “Мустақил Ўзбекистон”, “Ўзбекистон тарихи”, “Олий Мажлис”, “Ўзбекистон Республикасида қонун чиқарувчи, ижро этувчи ва суд ҳокимияти”, “Британия парламенти”, “Бозор”, “Бозор механизмлари”, предмет ёки шахснинг жойлашувини тасвирлаш, таътил, байрамлар, экология;

б) Кутубхонада, тиш шифокори қабулида, манзилга етиб боришни аниқлаш, ресторанда, савдо дўконида, учрашув тайинлаш, интервью олиш, телефон қилиш, кийим – кечак, миллий кийимлар, дорихона, пойафзал хизмати.

### Матнлар

а) таълим мавзуларига оид таркибида 6% гача нотаниш лексик бирликлар мавжуд бўлган матнлар;

б) таълим мавзуларига оид аутентик диалог ва микродиалоглар.

### Тил материали

**Фонетика:** содда, буйруқ, ундов, сўроқ гаплар, оҳанг инглиз тилидаги барча фонемаларнинг талаффузи; содда дарак, буйруқ, ундов, сўроқ гапларнинг оҳанги; саломлашиш, хайрлашиш, узр сўраш, ҳол-аҳвол сўраш каби вазиятларда ибораларнинг оҳанглари.

**Лексика:** кундалик инглиз тилига оид 430 -450 та сўз ва сўз бирикмалари; мутахассисликка оид 150-170 та атамалар, сўз ясаш усуллари.

**Грамматика:** Сифат даражалари; “The Present Indefinite”, “The Future Indefinite Tense”, “The Present Continuous” нинг ясалиш ва ишлатилиш ҳолатлари, “Participle I and constructions”, герундий ва унинг гапдаги ўрни, “to be going to” обороти; тўғри ва нотўғри феъллар (regular and irregular verbs), “The Past Indefinite Tense”, “The Past Continuous Tense”, “The Present Perfect Tense”; “can” модал феълнинг ишлатилиши; “some/ any”, “to have/to have got”, “good/well”, “bad/badly”, “many/much”, few/ little”, “so/too many (much)”, “plenty of/a lot of/a lot” сўз ва сўз бирикмаларининг гапда ишлатилиши; here it is, “my task (...,...) is to” конструкциялари; “how/how well/how often”, “which/which of ...” билан бошланадиган сўроқ гаплар; сонларни турли вазиятларда ишлатилиши.

**Нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакалар шаклланади:**

### Тинглаб тушуниш

тингловчига муҳим бўлган ҳолатларда (ўзи ҳақида, турар жойи, оила аъзолари, иш фаолияти, харид қилиш каби нутқ вазиятларида) билдирилган фикрни инглиз тилида тинглаб тушуниш, шунингдек аниқ талаффуз қилинган, ҳажми кичик бўлган эълон ва хабарлардаги кўп ишлатиладиган сўз, сўз бирикмалари ҳамда айрим гапларни тушуниш малакалари шаклланади.

## **Ўқиш ва унинг турлари: танишув ўқиш, ўрганув ўқиш ва кўз югуртириб ўқиш (Scanning, Scimming, Speed reading)**

ҳажми кичик, мазмунан содда матнларни ўқиб тушуниш, реклама, эълон ва транспорт ҳаракатлари жадваллари, таомномаларни ўқиб, улардан керакли маълумотни олиш, мазмунан содда хатларни ўқиб тушуниш.

### **Гапириш. Диалогик нутқ**

талабаларга таниш бўлган мавзулар ёки фаолият турлари доирасида уюштириладиган мулоқотларда иштирок этиш, кундалик турмуш мавзулари доирасида содда ва қисқа суҳбатларда ташаббус кўрсата олиш.

### **Монологик нутқ**

содда гаплардан фойдаланиб ҳозирги ёки ўтмишдаги иш фаолияти, турмуш шароитлари, оила аъзолари, гапирувчига таниш бўлган инсонлар ҳақида сўзлаб бериш.

### **Ёзув**

қисқа ва содда хабарлар ёзиш, содда хатлар ёза олиш, миннатдорчилик билдириш.

### **Таржима**

- босқич лексик минимуми сўзларини она тилига таржима қилиш;
- мавзуларга оид содда гапларни инглиз тилидан она тилига таржима қилиш;
- мавзуга тааллуқли матнларни инглиз тилидан она тилига таржима қилиш.

## **7.3.Тилни ўзлаштиришнинг қуйи-ўрта даражаси (Threshold B1)**

### **Мавзулар**

Кундалик турмуш мавзуларига оид (Daily Routine English):

а) “Менинг севимли ёзувчим”, “Кино”, “Театр”, “Менинг севимли машғулоти”, “Менинг келажакдаги касбим”, “Йил фасллари”, “Атроф – муҳит”, “Табиат”, “Муסיқа санъати”, “Рассомчилик”, “Мамлакатлар жойлашуви ва уларнинг иқлими, об-ҳавоси”, “Инсоннинг ташқи қиёфаси”, “Ишга жойлашиш”;

б) Мутахассисликка оид мавзулар: Ўзбекистон иқтисодиёти, Буюк Британия ва АҚШнинг географик жойлашуви, уларнинг пойтахтлари ва йирик шаҳарлари; Ўзбекистон Республикаси маҳаллий ҳокимияти органлари, Буюк Британиянинг сиёсий тизими, маъмурий органлари, Буюк Британиянинг маҳаллий ҳокимият органлари, АҚШнинг сиёсий тизими, АҚШнинг маъмурий органлари, АҚШнинг маҳаллий ҳокимият органлари; Бизнес ҳақида, Бизнес фаолияти, Мулк, Мулкдорчилик турлари;

б) Меҳмонхонада, маиший хизмат кўрсатиш шаҳобчаларида (сартарошхона, гўзаллик салони, модалар уйи, кийим – кечак таъмирлаш шаҳобчаси, пойафзал хизмати, оақатланиш тармоғи - ошхона, кафе, ресторан), транспорт воситаларидан фойдаланиш, музей, ҳайвонот боғи, истироҳат боғи.

### **Матнлар**

а) ўрганилган мавзуларга оид таркибида 8-10% гача янги сўзлари мавжуд бўлган аутентик ва мослаштирилган матнлар,

б) таниш мавзуларга оид аутентик диалог ва микродиалоглар.

## Тил материали

**Фонетика:** олдинги боскичларда ўзлаштирилиши қийинчилик туғдирган фонетик ҳодисалар;

**Лексика:** кундалик инглиз тилига оид 450-470 та сўз ва сўз бирикмалари; мутахассисликка оид 180 – 200 та атамалар, сўз ясаш усуллари.

**Грамматика:** сифат даражалари, than сўзни қиёслаш мақсадида ишлатилиши; “The Future Indefinite, The Past Indefinite, The Past Continuous, The Past Perfect Tenses” нинг ясалиш ва ишлатилиш ҳолатлари, “Participle I and constructions”, герундий ва унинг гапдаги ўрни; can, may, might, must, should, have to/to be to, need, will ва бошқа модал феъллар ва ва модал феъл маъносига конструкцияларнинг ишлатилиши; want/hope/would like to do smth; like/enjoy/love doing smth конструкциялар ва ишлатилиши; would like to do smth, like/enjoy/love doing smth конструкцияларнинг ишлатилиши; “as” - ни бўлиб, қилиб маъноларида ишлатилиши; who (whom) иштирокидаги мураккаб гап; who, that, which, where иштирокидаги эргашган қўшма гаплар – ясалиши ва ишлатилиши; “it is easy (difficult, ...) to” конструкцияларнинг ишлатилиши.

**Нутқ фаолияти турлари бўйича қуйидаги кўникма ва малакалар шаклланади:**

### Тинглаб тушуниш

кундалик мавзуларда билдирилган фикрнинг асосий мазмунини тушуниш малакаси шунингдек, янгиликлар, тингловчининг шахсий ҳаётига тегишли мавзулар, унинг касбий қизиқишларига оид радиоэшиттиришлар мазмунини англаш.

### Ўқиш ва унинг турлари: танишув ўқиш, ўрганув ўқиш ва кўз югуртириб ўқиш (Scanning, Scimming, Speed reading)

кундалик мулоқот ва касбий мавзуларга тааллуқли тил материали асосида битилган матнлар мазмунини тушуниш, интернетдан ахборот олиш, таҳлил қилиш, керагини танлаб олиш, шунингдек, шахсий хатларда изҳор қилинган ҳис – туйғу, мақсад ва воқеалар тафсилотини тушуниш.

### Гапириш. Диалогик нутқ

тили ўрганилаётган мамлакатларга ташриф чоғида мулоқот қилишга тўғри келадиган вазиятларда суҳбат қила олиш, шунингдек, суҳбатдошни қизиқтирадиган ва таниш бўлган мавзулар (оила, хобби, иш фаолияти, саёҳат, кундалик воқеалар) доирасида бўладиган диалогларда олдиндан тайёргарлик кўрмасдан иштирок этиш малакалари шаклланади.

### Монологик нутқ

сўзловчининг шахсий таассуротлари, турли воқеалар ҳақида содда ҳикоя тузиш ва унигапириб бериш, истак, орзулари ҳақида сўзлаб бериш, шунингдек, ўзининг шахсий қараш, фикрини асослаб бериши, ўқиган китоби ёки кўрган фильми мазмунини сўзлаб бериш ва унга нисбатан ўзининг шахсий муносабатини билдириш.

### Ёзув

ўзини қизиқтирган ёки таниш бўлган мавзулар доирасида содда матнлар ёзиш, шунингдек, ўзининг таассурот ва кечинмалари ҳақида хат ёзиш.

## 7.4. Тилни ўзлаштиришнинг ўрта босқичи (Vintage B2)

### Мавзулар

Саёҳат, чет эл сафари, муаммоли вазият мавзуларига оид:

(а) монологик матнлар: аэропортда, турар жойни танлаш ва ўрнашиш, овқатланиш, харид қилиш, зиёрат қилиш, телефонда суҳбатлашиш, хабар юбориш (почта, бошқа воситалар билан), соғлиқни сақлаш (даволаниш), хизмат турлари, пул билан боғлиқ бўлган муаммолар ва б.

(б) мамлакатнинг жойлашуви, иқлими ва об-ҳавоси; атроф-муҳит, табиат, экология; инсоннинг ташқи қиёфаси, кийими, миллий кийимлар мазуси, чипта сотиб олиш вақтидаги суҳбат, паспорт ва божхонадан ўтиш пайтидаги суҳбат, самолётга таклиф этиш чоғида ишлатиладиган ахборот ва б.

а) давлатчиликга оид мавзулар: “Ўзбекистондаги сиёсий партиялар ва ҳаракатлар”, “Сиёсий тизимнинг демократлашуви”, “АҚШ сиёсий партиялари”, “Буюк Брита-нияда сиёсий партиялар тизими”, Ўзбекистон Республикаси маҳаллий ҳокимият органлари, Япония давлатчилиги, АҚШда маҳаллий ҳокимият органлари, Буюк Британиянинг маҳаллий ҳокимият органлари, АҚШнинг административ тузилиши, Британия парламенти;

(б) иқтисодий мавзулар – “Бозор иқтисодиётида талаб ва таклиф”, “Иқтисодиёт соҳасидаги муаммолар”, “Маркетинг ва савдо”, “Мулкчилик турлари”.

### Тил материали

**Лексика:** кундалик инглиз тилига оид 480-500 та сўз ва сўз бирикмалари; мутахассисликка оид 180-200 та атамалар, сўз яшаш усуллари.

**Грамматика:** “when” ва “if” конструкцияларда феъл шакллари ишлатиш; замонлар мослашувида (“Sequence of Tenses”, “Future in the Past”) феъл шакллари ишлатилиши; мураккаб тўлдирувчи (“Complex Object”); шарт ва пайт эргашган кўшма гапларда (“Conditional sentences”) феъл шакллари ишлатиш; ўтган замон сифатдоши ва унинг ишлатилиши (“Participle II and constructions”); инглиз тилида сўз яшаш; феълнинг тўрт асосий шакллари; феълнинг мажхуллик даражаси (“The Passive Voice”); артикларнинг географик номлар билан ишлатилиши (“The use of the articles with geographical names”); would like to do smth; like/enjoy/love doing smth грамматик конструкциялари.

**Талабалар нутқ фаолияти турлари бўйича кўйидаги кўникма ва малакаларга эга бўлишлари лозим:**

### Тинглаб тушуниш

дастур доирасидаги мавзуларда тингланган маъруза, ТВ ва радио орқали эшиттиришлар, бадиий фильмлар мазмунини тушуниш.

**Ўқиш ва унинг турлари: танишув ўқиш, ўрганув ўқиш ва кўз югуртириб ўқиш (Scanning, Scimming, Speed reading)**

касбий соҳалар ҳамда кундалик турмушнинг долзарб масалалари бўйича мақола ва хабарларни, тил жихатдан мураккаб бўлмаган бадиий адабиётни ўқиб тушуниш.



### **Гапириш. Диалогик нутқ**

тайёргарлик кўрмасдан суҳбатларда катнашиш, дастур мавзулари бўйича баҳсларда катнашиб, ўз фикр-мулоҳазаларини билдириш ва уларнинг тўғрилигини исботлаш.

### **Монологик нутқ**

дастур мавзулари бўйича фикр-мулоҳазаларни тушунарли ва асосли изҳор қилиш.

### **Ёзув**

дастур мавзулари бўйича эссе, баён, иншо ва маъруза ёзиш.

### **Таржима**

- босқич лексик минимуми сўзларини она тилига таржима қилиш,
- мавзуларга оид содда гапларни инглиз тилидан она тилига таржима қилиш,
- мавзуларга оид содда матнларни инглиз тилидан она тилига таржима қилиш.

## **8. ДАСТУРНИНГ ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТИ**

### **8.1.Электрон кириш тестлар мажмуаси**

Локал тармоққа мўлжалланган, 100 балл шкаласида баҳолаб бериш имкониятига эга CD диск мазкур дастур асосида яратиладиган ўқув-услубий мажмуанинг таркибига киритилади. Мутахассис томонидан CD диск локал тармоққа мўлжалланган компьютер синфига ўрнатилади. Кириш тестлари уч қисмдан иборат: ситуатив грамматикага оид тестлар; ўқиб тушуниш тестлари; тинглаб тушуниш тестлари.

Тил босқичларида нутқ фаолиятининг қуйидаги объектларини ўргатиш асосида билим, кўникма ва малакалар ҳосил қилиш назарда тутилади: матнлар; тил материали (графика, фонетика, лексика, морфология, синтаксис); нутқ фаолияти бўйича малакалар: тинглаб тушуниш (listening comprehension - LC); ўқиб тушуниш (reading comprehension - RC); фикрни ёзувда ифода этиш (essay writing - EW); гапириш (communicational English - CE).

### **8.2.Матнлар**

Нутқ фаолияти жараёни қуйидаги матн турларидан ташкил топади: оғзаки (сўзлашиш, миш-миш, фольклор); ёзма (сфратистика, эпи-графика, нумизматика, хатлар, ҳужжатлар, журналистика, илмий ва бадий матнлар ва бошқалар). Улар талабаларга келгуси фаолиятларида зарур бўладиган оғзаки мулоқот, хат ёзиш, расмий ҳужжатлар тайёрлаш, илмий (мутахассисликка оид) ва бадий матнлар билан ишлаш жараёнларида инглиз тилидан эҳтиёж даражасида фойдаланиш имкониятини яратади.

Дарс жараёнида ўтиладиган мавзулар ёки янги яратиладиган ўқув адабиётлари таркибидаги илмий ва бадий матнларда мустақил Ўзбекистон ҳаётига дахлдор мавзулар ёритилишига алоҳида эътибор бериш зарур. Сўзлашув жараёнида эса нафақат кундалик ҳаётда қўлланиладиган оғзаки нутқ стандартлари, балки меҳнат муносабатлари жараёнида содир бўладиган сўзлашув бирликларини ифода этувчи матнларнинг (тақдимот, илмий баҳс, ...) қамраб олиниши тавсия этилади.

### 8.3. Тил материали

Тил материалларини таълим босқичлари бўйича тақсимлашда жаҳон стандартларини инобатга олиш мақсадга мувофиқдир. Бунда хорижий мамлакатларда босқичма-босқич ўқитиш принципи асосида тайёрланган дарсликлардан фойдаланиш мумкин.

### 8.4. Нутқ фаолияти турлари учун зарур бўлган малакаларни шакллантириш жараёни

Таълим олувчиларнинг нутқ фаолиятида зарур бўладиган кўникмаларини босқичма-босқич ривожлантириш таҳсил жараёнининг бош мақсади ҳисобланади. Айти мақсадга эришиш узлуксиз равишда - аудиторияда ва мустақил равишда махсус топшириқ, вазифа ва машқлар бажарилиши орқали амалга оширилади. Таълим мазмунини мавзулар, матнлар, тил материали, мавзулар бўйича шаклландирган билим, кўникма ва малакалар ташкил этади. Таълим мазмунининг ҳар бир таркибий қисми таълим мақсадини амалга оширишга қаратилган бўлиб, улар ўзига хос хусусиятларга эга. Бу хусусиятлар тил материални актив ва пассив минимумларга, ўқув йиллари, семестрларга тақсимлаш, нутқ фаолияти турлари учун зарур бўлган билим, кўникма ва малакаларни шакллантириш мақсадида аудитория ва аудиториядан ташқари ҳолатларда бажариладиган иш турлари ва билимларни баҳолашда намоён бўлади.

**Кинофильмлардан фойдаланиш.** Фильмнинг айрим қисмлари кўрилади ва таҳлил қилинади. Фильмнинг диалогли парчаси бир неча бор кўрилади, сўнг ўша диалогнинг матни олдиндан тайёрланган карточкаларда таҳлил қилиш учун талабаларга тарқатилади. Сўнг диалог матнида қўлланилган етакчи сўзлар ва унда ишлатилган грамматик ҳодисалар устида ишлар бажарилади.

**Радиодан фойдаланиш:** Радио орқали сўнгги хабарларни эшитиб бориш тил ўрганувчиларнинг рецептив кўникма ва малакаларини ривожлантиришда муҳим роль ўйнайди. Илғор тажрибанинг кўрсатишича, радио орқали сўнгги хабарларни тинглаб тушуниш аввалида қийин кечади, лекин радиони мунтазам равишда кунига 30 дақиқадан тинглаб бориш тил ўрганувчиларнинг тинглаб тушуниш малакаларини шакллантиради.

**Машғулотларда қуйидаги интерактив усуллардан фойдаланиш тавсия этилади:** “Сирли сандиқ” (Поле чудес), “Аквариум”, “Ақлий ҳужум”, “Хотира харитаси”, “Гуруҳлар билан ишлаш”, “Компьютерли ўйинлар”, “Ўзма баҳслар”, “Кластер”, “Видеоанжуман”, “Бумеранг”, “3X4”, “Зигзаг”, “Музёрап ўйини”, “SWOT”(Таҳлил), “Баҳс - мунозара”, “Муаммони ҳал этиш”, “Арра”, “Танқидий фикрлаш”, “Стол ўртасида ручка”, “Биргаликда билим олиш”, Э.Аронсон методи, Р.Слагин методи, Д.Жонсон ва Р.Жонсон методи, “Лойиҳа методи”, “Тақдимот” (Презентация) ва бошқ. Хорижий тилларни ўқитиш кўп қиррали фаолият бўлганлиги боис ҳар бир ўқитувчи ўз фаолиятида янгидан – янги интерактив усулларни қўллаши мумкин. Машғулотларда интерфаол усуллардан кенг фойдаланиш 70-80% талабанинг дарс жараёнида фаол қатнашишига имконият яратади.

**Мультимедия дастурларидан фойдаланиш:** мультимедия – бу аудио, видео, машқ графикаси асосида ўқув материални тил ўрганувчиларга тақдим

этишдир. Мультимедия дастурларига интерактив электрон дарсликлар, улар таркибида яратилганг аудио, видео, расм, графика материалларига таянган машқлар, назорат тестлари, CD диск кўринишидаги аудио материаллар ва назорат тестлари ҳам киради. Мультимедия дастурларини интернетга киритиш имкониятлари мавжуд. Бу холда ўқувчи, талабалар билан ўқитувчи орасида дистант мулоқот ташкил этиш имконияти пайдо бўлади. Бу эса, ўз навбатида, дистант таълим элементларини ўқув жараёнига киритиш имконини яратади, мустақил таълимнинг интерактивлик даражасини оширади. Илғор тажрибанинг кўрсатишича, мультимедия дастурларидан фойдаланиш таълимга сарфланадиган вақтнинг 30% гача тежаш имконини беради.

**Тил ўрганувчиларнинг касбий компетенцияси доирасида** лингвистик, коммуникатив, маданиятлараро мулоқот каби компетенциялар фарқланади. Лингвистик компетенциялар хорижий тил бўйича эгалланиши зарур бўлган лексик, грамматик ҳамда талаффузга оид билим, кўникма ва малакалардан ташкил топади.

Коммуникатив компетенция - нутқ фаолияти турлари – тинглаб тушуниш, гапириш, ўқиш, ёзувда ахборот олиш ва ахборот узатиш орқали мулоқот қилишни таъминловчи билим, кўникма ва малакалардан иборат. Маданиятлараро мулоқот компетенцияси турли маданият вакиллари ўртасидаги шахслараро мулоқотни ташкил этиб, у лингвистик, коммуникатив компетенциялар билан бир пайтда шаклланиб боради. Нутқ маданияти тил нормалари (талаффуз, урғу ва оҳанг), сўзлардан тўғри фойдаланиш, грамматик ва стилистик ҳодисаларни билиш ва уларни нутқда тўғри ишлатишни тақозо этади. Сўзларни, гапларни тўғри талаффуз қилиш мулоқотнинг муҳим шартларидан биридир. Тўғри, равон талаффуз сўзловчи нутқининг барчага тушунарли бўлишини таъминлайди. Бироқ “Хорижий тил” ўрганишга ажратилган вақтнинг чегараланганлиги, талаффуз қийинчиликларининг турли даражада бўлиши каби ҳолатлар талаффузни апроксимация тамойили ҳамда талаффуз қийинчиликларини типларга ажратиб ўргатишни тақозо қилади.

**Лексика тил материалининг таркибий қисмларидан бири бўлиб**, уни танлаш, тақсимлаш ва тақдим этиш катта роль ўйнайди. Ҳар бир босқич учун кундалик инглиз тили ҳамда тил ўрганувчиларнинг мутахассислигига оид мавзулар бўйича лексик минимум танланади. Нутқ фаолиятининг барча турларида қўлланиладиган лексик бирликлар актив минимумни, тинглаб тушуниш ва ўқиш жараёнида ишлатиладиган сўзлар пассив минимумни ташкил этади. Лексика устида ишлаш чет тиллар ўқитиш методикасида ишлаб чиқилган тамойиллар асосида амалга оширилади. Актив лексик минимумни ташкил этувчи сўзларни ўргатиш “маънодан шаклга”, пассив минимум лексик бирикмаларини ўргатиш эса “шаклдан маънога” қараб бориш шаклида амалга оширилади.

Лексик бирликлар орқали талабаларнинг маданиятлараро мулоқот компетенциясини шакллантиришда сўзларнинг денотатив ва коннотатив маъноларига жиддий эътибор қаратиш жоиздир.

Таълим жараёнини интенсифлаштиришнинг самарали усулларида бири лексик бирликларни типларга ажратиш ва улар асосида таълимни табақалаштиришдир. Лексик бирликларни табақали ёндашув асосида ўргатиш

сўзларнинг бўғин таркиби (бир бўғинли – кўп бўғинли), маънолари (бир маъноли – кўп маъноли), тузилиши (содда – ясама – кўшма сўзлар), конкрет ва мавхум (конкрет - мавхум), предлоглар билан бирикиши (предлогли - предлогсиз), ўзлаштириш учун қийинчилик даражаси (осон- қийин – энг қийин) каби типларни фарклашни тақозо этади.

Талабаларнинг сўз бойлигини оширишда сўз яшаш усуллари ҳамда потенциал сўз захираларига жиддий эътибор қаратилади. Ҳар бир машғулотда сўз яшаш усуллари ҳамда талабаларнинг потенциал сўз захираларини бойитишга доир машқлар бажарилиши мақсадга мувофиқ.

Лексик бирликларни ўзлаштириш бўйича талабалар билимини назорат қилиш жорий, оралиқ ва якуний назорат шаклларида амалга оширилади. Назорат усуллари ва уларнинг намуналари мазкур дастурнинг 11-бандида келтирилган.

**Нутқнинг равон, тушунарли бўлиши маълум даражада сўзловчининг грамматик ҳодисалардан тўғри фойдаланишига боғлиқ.** Бироқ нофилологик олий ўқув юртлари ҳамда филологик йўналишларда хорижий тилни иккинчи чет тил сифатида ўқитиш жараёнида грамматикага таълимнинг воситаси сифатида қаралади. Мазкур тамойилга кўра “нутқ жараёнида содир бўладиган грамматик хато тингловчилар учун гапирувчи фикрини тушунишга халақит бермаса, мазкур нуқсон грамматик хато ҳисобланмайди”. (В.С.Цетлин).

Грамматик қоидаларни ўргатиш, кўникмаларни шакллантириш умумий методикада ишлаб чиқилган тамойиллар асосида олиб борилади. Грамматик ҳодисалар, лексика сингари актив ва пассив минимумларга ажратилади. Грамматик минимумларни танлаш илмий асосланган тамойиллар асосида амалга оширилади. Мазкур тамойиллардан бири тил ҳодисасини нутқ эҳтиёжига кўра танлаш ва уни тақдим этиш бўлиб, у грамматик минимумни танлаш жараёнида етакчи ўринни эгаллайди. Актив минимумни ташкил этувчи грамматик ҳодисалар устида ишлаш “маънодан шаклга”, пассив минимум ҳодисаларини ўргатиш эса “шаклдан маънога” қараб бориш шаклида олиб борилади.

Табақали ёндашув (осон, қийин, энг қийин, она тили грамматикаси ҳодисалари билан мос келиши / келмаслиги, қайси усул билан ясалиши (аналитик, синтетик) грамматик материалларни тақдим этишда катта аҳамият касб этади. Инглиз тили грамматикасини она тили грамматикаси билан қиёслаш ва ундан тегишли хулосалар чиқариш талабаларнинг лингвокультурологик ва лингвистик компетенцияларини шакллантиришда муҳим роль ўйнайди. Грамматикадаги ўзлаштирилиши қийин ҳодисалар аниқланиб, уларнинг макро ва микрошаклларига эътибор қаратилиши ҳамда аудиториядаги машғулотлар коммуникатив метод асосида олиб борилиши юқори самара беради. Грамматика устида ишлашда “ўзлаштирилиши қийинчилик туғдирадиган ҳар қандай грамматик ҳодисани тушунтиришга 2-3 дақиқа вақт кифоя” (И.М.Берман), - тамойилига риоя қилиш мақсадга мувофиқдир.

Талабаларнинг грамматика бўйича эгаллаган билимларини назорат қилиш жорий, оралиқ ва якуний назорат шаклларида амалга оширилади.

## 8.5. Нутқ фаолияти турлари бўйича билим, кўникма ва малакаларни шакллантириш

**Тинглаб тушуниш** нутқ фаолиятининг турларидан бири бўлиб, у икки жараён – матнни тинглаш ва унинг мазмунини англашдан иборат. Тинглаб тушунишга таълимнинг мақсади ҳамда воситаси сифатида қаралади. Бунда хорижий тилдаги жонли нутқ радио, ТВ, кино/видео фильмлар орқали тинганади ва тушунилади. Психофизиологик маълумотларга кўра, тинглаб тушуниш нутқ фаолиятининг рецептив турларидан бири бўлиб, у ахборот олишга хизмат қилади. Тинглаб тушуниш тил материални киритиш, тушунтириш жараёнида асосий восита бўлиб хизмат қилади. Бундан ташқари тинглаб тушуниш талабаларнинг талаффуз, лексик ва грамматик кўникмаларини такомиллаштириш, гапириш, ўқиш ва ёзув малакаларини ривожлантиришда муҳим аҳамият касб этади. Тинглаб тушуниш малакалари умумий ва махсус дастурлар асосида шакллантирилади. Умумий дастур машғулот давомида инглиз тилида талаффуз этиладиган ўқитувчининг нутқи, (тушунтириш, кўрсатма бериш, талабалар жавобларини баҳолаш, рағбатлантириш, танбех бериш, тартиб-интизомга риоя қилишга ундаш кабилар) ҳамда талабаларнинг нутқлари (инглиз тилида жавоблари, бошқалар билан фикр алмашишлари) дан ташкил топади. Махсус дастур машғулотнинг маълум босқичида тил ўрганувчиларга ўқитувчининг жонли нутқда ёки механик ёзув орқали нотаниш матнни ўқиб эшиттириши ва у билан боғлиқ вазифаларни ўз ичига олади.

Тинглаб тушуниш жараёнида хотиранинг роли муҳимдир. Уни ривожлантириш учун диктордан сўнг сўз, сўз бирикмалари, гаплар, қисқа диалог ва монолог шаклидаги матнларни такрорлаш юқори самара беради. Диктордан сўнг талаффуз тезлиги тобора ошиб борадиган гап ва қисқа матнларни такрорлаш машқи талабаларнинг нутқларини такомиллаштиради. Тинглаб тушунишга ўргатишда талабаларнинг башорат қилиш (олдиндан ўйлаб топиш) қобилиятларини шакллантириш муҳим ўрин тутаяди. Бунинг учун бирон-бир жумланинг бошини ёки охирини ўйлаб топиш, жумлада етишмаётган сўзларни топиб ўз ўрнига қўйиш, олдиндан берилган сўз учун унга маъно жиҳатдан мос келадиган сўзларни танлаш, расмга қараб ёки матннинг сарлавҳасини ўқиб ёки матннинг биринчи жумласини ўқиб унинг нима ҳақида эканлигини тахмин қилиш, матн парчаси билан танишиб гап нима ҳақида бораётганлиги, матн мазмуни асосида адабий қаҳрамон образини таърифлаб бериш, содир бўлаётган воқеалар тафсилотини баён этиш каби машқ турларидан фойдаланиш тасия этилади.

Талабаларнинг тинглаб тушуниш малакаларини шакллантириш ҳамда такомиллаштиришда мустақил ишларнинг муҳимлигини таъкидлаш жоиз. Радио, ТВ орқали инглиз тилида бериладиган эшиттиришларни мунтазам тинглаб бориш тил ўрганувчиларнинг нафақат тинглаб тушуниш малакаларини такомиллаштиради, балки уларнинг билим савияларини оширади, дунёқарашларини кенгайтиради, тилни ўрганишга бўлган қизиқиш, мотивацияларини кучайтиради, маданиятлараро мулоқот компетенцияларини ривожлантиради.

Тинглаб тушуниш учун махсус эшиттириладиган матнлар устида жиддий ишлаш лозим. Илк ва бошланғич босқичларда қўлланиладиган матнлар мазмуни содда бўлиши, тушуниш учун қийинчилик туғдирмаслиги керак. Бундай матнлар устида бажариладиган машқлардан кўзланган асосий мақсад талабаларнинг эшитиш, эслаб қолиш қобилиятларини ривожлантириш, лексик birlikларнинг ўзига хос белги ва грамматик шакллари эслаб қолишларини таъминлашдир. Эътиборни айниқса, омофон ва омограф сўзларга қаратиш лозим. Аудиторияда машғулотларида техник воситалардан (аудио, видео техника, кинофильм, лингафон дастурларидан) фойдаланиш тавсия этилади.

Тинглаб тушуниш малакаларини шакллантиришнинг илк босқичида тил материали талабаларга таниш бўлган содда матнлардан, кейинги босқичларда мураккаброқ ва аутентик матнлардан иборат бўлади. Тинглаб тушуниш малакалари назоратнинг жорий, оралиқ ва якуний шаклларида текшириб борилади.

**Гапириш.** Гапириш сўзловчининг фикрини изҳор қилишга қаратилган нутқ фаолиятининг продуктив турларидан бири ҳисобланади. У икки шаклдан иборат: диалог ва монолог. Ҳар иккала шакл умумий кўринишларга эга бўлсада, улар ўзига хос хусусиятлари билан бир-биридан фарқ қилади. Уларнинг умумий хусусиятлари тил материалини ўзлаштириш, тайёрланган ва тайёрланмаган нутқ механизмларида ифодаланади. Гапиришнинг ҳар иккала шаклида ҳам нутқ фаолияти турларининг ўзаро боғлиқ хусусиятлари мавжуд.

**Ўқув материалларини педагогик технологиялар имкониятлари нуқтаи назаридан қуйидаги тўрт турга бўлиш мумкин:**

- (1) анъанавий, соф полиграфик кўринишидаги ўқув материаллари;
- (2) таркибида аудио/видео материаллар мавжуд полиграфик кўринишдаги ўқув материаллари;
- (3) таркибида аудио/видео материаллар ва компьютер технологиялари мавжуд полиграфик кўринишдаги ўқув материаллари;
- (4) замонавий ахборот технологияларига (лазер диски ёки интернет/интранет технологияси) таянган интерактив ўқув материаллари (таркибида полиграфик кўринишдаги ўқув материали мавжуд материаллар).

Ўқув жараёнини ташкил этишда одатда икки услубдан фойдаланилади: (1) тилнинг кичик элементларини асос қилиб олган ҳолда катта элементларни таҳлил қилиб бориш билан боғлиқ фаолият (down to up activity). Мазкур услуб одатда хорижий тилни ўқитишнинг илк, бошланғич босқичларида кузатилади. Чунки тилнинг кичик элементлари ва уларнинг ишлатилиш қоидаларини билмаган талабаларда мулоқот кўникмаларини ривожлантириш қийин кечади; (2) Ушбу услуб юқори босқичларга хос. Бунда тилнинг йирик элементи ҳисобланган матнни чуқурроқ тушуниб етиш мақсадида матн қисмлари (гап, сўз бирикма, сўз шакллари, ва ҳ.к.) таҳлил қилиб борилади (up to down activity). Мазкур услубни таҳлил қилиш ва келгусида самарали ишлашни таъминлаш учун қуйидаги икки жараён ҳисобга олинади:

- фаолиятлар (топшириқлар тизими) жараёни;
- ментал ҳаракат жараёни.

Фаолиятлар жараёнига ўқитувчи томонидан махсус услубий мақсадни кўзлаган ҳолда юритиладиган ҳаракатлар йиғиндиси киради. Таркибий қисмлари жиҳатидан мазкур ҳаракатлар икки кўринишда бўлади:

1. Ўқитувчи томонидан аудиторияда у ёки бу мавзунини ўзлаштиришда ишлатиладиган топшириқлар;

2. Талабаларнинг мустақил иш жараёнини таъминлайдиган топшириқ ва вазифалар.

Ментал ҳаракат жараёни маълум бир услубий мақсадни кўзлаган ҳолда фаолият жараёнида эришилган натиждир.

Қуйи-ўрта босқич таҳсилининг аудитория ҳамда мустақил иш жараёнларидаги фаолият таркиби ва ментал ҳаракатлар жараёнида эришиладиган натижалар қуйидаги жадвалда келтирилган:

№	Фаолият (топшириқлар) таркиби	Ментал ҳаракат натижалари
1.	Машғулот мавзусига тегишли ва мавзунини таништиришга мўлжалланган саволлар, мунозаралар/кўргазмали қуроллар.	Диққатни мавзуга жалб этиш.
2.	Дарс мавзусига тегишли бўлган биринчи матнни ўқиш ёки тинглаш орқали таништириш.	Тил материалининг киритилишини таъминлаш.
3.	Схема/режа/жадвал/ҳа:йўқ жумлалар/качон?, қаерда?, ким?, нима?, нечта? каби саволлар ёрдамида мавзунинг бадиий қабул этилиши.	Маънонинг таҳлил қилиниши.
4.	Нега?/қандай қилиб?/қандай йўллар орқали?/таққослай оласанми? каби саволлар ёрдамида мавзу юзасидан фикр юритилиши, хулоса чиқарилиши.	Маънони ривожлантириш, кенгайтириш.
5.	Мазкур мавзуга тегишли бўлган иккинчи матнни ўқиш ёки тинглашга йўналтириш.	Қўшимча тил материалининг киритилишини таъминлаш.
6.	Режа/таблица/бўш жойларни тўлдириш ёрдамида мавзунинг бадиий қабул этилиши.	Маънонинг таҳлил қилиниши.
7.	Иккинчи матндаги янги грамматик материални таҳлил қилиш.	Маънонинг таҳлил қилиниши.
8.	Калит сўзларга асосланган машқ.	Маънонинг таҳлил қилиниши.
9.	Ролларга асосланган ўйин/суҳбат/откретка, қарорлар рўйхатини тайёрлаш/фикрни ёзув матнида ифодалаш, хат ёзиш.	Кутилмаган вазиятларда ёзиш ва мулоқот малакаларини шакллантириш.
10	Назорат	Ўзлаштирилган билим ва кўникмалар намоиши.

## 8.6. Таълим методикаси таҳлилининг амалиётдаги намунаси (аудиториядаги топшириқлар ва мустақил фаолият учун машқлар намуналари)

### Боб сарлавҳаси: Табиат манзараси

1. **Focusing activity** - дарс сарлавҳасига тегишли ва мавзуни ёритишга мўлжалланган саволлар. “Табиат манзараси” мавзусини мазкур саволлар ва имкониятга қараб бир неча расмлар ёрдамида таништиринг:

- Табиат деганда нимани тушунаси?
- Табиатга оид қандай сўзларни биласиз? Табиатга оид сўзларни сарлавҳалар ёрдамида гуруҳларга ажратинг?
- Ҳайвонот олами ва ёввойи ўсимликларни сақлаш борасида қандай тадбирларни амалга ошириш мумкин?

2. **On the Line Activity** – “The Chatkal Reserve” матнини ўқиш:

- ўқитувчи матнни овоз чиқариб бир ёки икки марта ўқийди. Талабалар ўзларининг матн нусхаларидан фойдаланиб ўқитувчидан кейин такрорлайди;
- юзаки таҳлил учун саволлар;
- ўқитувчи талабаларни жуфтларга ажратиб, куйидаги жадвални тўлдиришни сўрайди. Вазифа бажарилганидан сўнг жавоблар юзасидан қисқа мунозара ўтказилади;

Паркнинг номи .....	Қачон очилган .....
Биринчи абзац матни нима ҳақида? .....	
Иккинчи абзац матни нима ҳақида? .....	
Матнда учраган барча ўсимликлар номини айтинг .....	
Матнда учраган барча ҳайвонлар номини айтинг .....	

- ўқитувчи куйидаги саволларни беради, талабалар эса “ҳа” ёки “йўқ” шаклида инкор ёки тасдиқловчи жавобни берадилар.

- Чотқол кўриқхонаси Тошкентдан 46 мил узоқликда жойлашганми? - Йўқ.

- У 1947 йилда очилганми? - Ҳа.

- Чотқол тоғларидаги кўриқхона ноёб ўсимликлар ва ҳайвонларни муҳофаза қилиш мақсадида очилганми? - Ҳа.

- У ердаги ўсимликлар дунёси ноёб ва чиройлими? - Ҳа.

- Дарахтлар бошқа бирор ерда ўсмаганлиги учун муҳофаза этилиши керакми? - Ҳа.

3. **Between the Line Activity** - маънони ривожлантириш, кенгайтиришгага мўлжалланган қабул этилиши мураккаб даражадаги саволлар жараёни:

- Нима учун ҳайвонлар тоғларда яшайди?
- Дарахтни ўстириш осонми, нега?
- Нима мақсадда кўриқхона очилган эди?
- Қандай қилиб кўриқхона ҳайвонларни муҳофаза қилади?
- Нима учун арслонни учратсангиз ўзингизни нари тутишингиз керак?
- Матн муаллифи фикрича ... қуш сизга бахт келтирадилми?
- Нега ... қушни тутиш мушкул?
- Мабодо паркка борсангиз авваламбор нимани кўришни истар эдингиз? Нега?



- Қайси жиҳатлари билан паркнинг ёзги манзараси қишки манзарасидан фарқ қилади?
- Паркка қайси фаслда ташриф буюришни истар эдингиз?
- Ўзбек мақолларидан мазкур матнга нисбатан иккитаси тўғри келган бўлар эди:
  - а) Агар бахт қуши бошингизга қўнса, ундан тезда фойдаланиб қолинг.
  - б) Дарахт ўстириш уй қуриш билан баробар.
- Матнни чуқурроқ англаш мақсадида грамматикани ўзлаштириш билан боғлиқ машқлар, топшириқлар.
- Матнни чуқурроқ англаш мақсадида янги сўзларни ва грамматик материални мустаҳкамлашга қаратилган машқлар, топшириқлар: масалан, талабалар тоғ леопардининг расмига қараб рақамлар ўрнига аъзо баданининг номларини ёзишлари керак. Қуйидаги сўзлардан зарурини танлашлари керак - боши, қўли, қулоғи, думи, бели, кўзи, орқа қисми, бурни, кўкраги, оғзи.

**4. Beyond the Line Activity** - қўшимча тил материалининг киритилиши билан боғлиқ ўқув материаллари, топшириқлар.

- Қайси бирини ёқтирасиз? Нега? Бу жумлалар, мақоллар тўғрими?
- Ўқувчиларга тоғ арслонининг расми ҳақида савол бериш керак. У қандай ҳайвон? Қаерда яшайди? Уларнинг бирортасини кўрганмисиз? Бундан сўнг икки киши иштирокида талабаларга диалог ўқилади ёки аудиокассетадаги матн эшиттирилади. Диалог бир марта ўқиши лозим. Тилни паст даражада ўзлаштирган талабаларга ўқитувчи диалогни қисқартирилган ҳолда ёки унинг бирор қисмини ўқиб бериши мумкин.
- Ўқитувчи “предлог” атамаси билан талабаларни таништириши ва диалогдаги барча предлогларни топишларини сўраши керак. Бундан сўнг ўқитувчи талабаларнинг мазкур предлогларни ишлатишларига имкон бериши керак. Бунга у диалогнинг иккинчи устунда келтирилган саволларни бериш орқали эришиши мумкин. Ўқитувчиги қўшимча вазифалардан ҳам фойдаланиши тавсия этилади. Масалан, кун давомида, сахар давомида, тун давомида; кечкурун, кундуз куни, соат бирда, ярим тунда; ёзда, қишда, баҳорда, кузда.
- Диалог таҳлиliga мўлжалланган саволлар. Ўқитувчи талабаларни уч кишидан иборат гуруҳларга ажратиб, қуйидаги схемани тўлдиришни сўрайди:

<b>Тоғ арслони</b>	
Номининг маъноси .....	
Ранглар (3) .....	
Қишки яшаш уйи .....	Ёзги уйи .....
Таоми (4) .....	
Ов қилганда арслон .....	ва ..... ишлатади.

\* Вазифага таянган фаолият - диалогни тузиб гапириб беринг. Талабалардан жуфтларга бўлиниб бир дақиқалик она ва бола арслонлар ўртасида содир бўлиши

мумкин бўлган диалогни тайёрлаш сўралади. Сухбат, энг камида қуйидаги ғоялардан иккитасини қамраши керак:

- Нимани еса яхши бўлади?
- Қандай қилиб катта ҳайвонни тутиш мумкин?
- Қорнинг кўриниши қандай?
- Нега арслон қишда совқотмайди?
- Инсонлар кимга ўхшайди?

Ўқитувчи ушбу матнни икки марта ўқийди. Талабалар эса ёзмасдан уни тинглайдилар. Икки марта ўқишнинг орасида бир дақиқа ўйлашга уларга муҳлат берилади. Бу пайтда улар матн мавзуси ҳақида ўйлаб кўришлари керак бўлади. Матн ўқилганидан сўнг талабалар тўрт кишидан иборат гуруҳларга бўлиниб матнни сўзма-сўз тиклашлари лозим. Ҳар бир гуруҳ ўз имкониятларини намойиш этиш мақсадида доскага ёки қоғозга ёзишлари керак. Турли версиялар ўқиб берилишидан аввал ўқитувчи матн мазмунини синф билан биргаликда яна бир марта муҳокама қилади. Бу турдаги вазифадан мақсад талабаларни чет тилида тинглаш, ёзиш ва гапиришга жалб қилишдир.

## 9. МУСТАҚИЛ ИШНИ ТАШКИЛ ЭТИШНИНГ ШАКЛИ ВА МАЗМУНИ

Мустақил ишлар нутқ фаолиятининг қуйидаги кўринишлари бўйича ташкил этилади: мутахассисликка оид адабиётни она тилига таржима қилиш, ўқиш турлари (танишув ўқиш, ўрганув ўқиш, кўз югуртириб ўқиш - **Scanning, Scimming, Speed reading**), ёзиш, эшитиб тушуниш ва сўзлаш. Ҳар ой мутахассисликка оид 15 бет матнни таржима қилиш таклиф этилади. Юқори малакали мутахассис ихтисосликка оид матнни умумий тасаввур қилиш (танишиб чиқиш) учун юзаки қараб чиқа олиши, ўзини қизиқтирган масала бўйича керакли маълумотларни топа олиши, бўш вақтида публицистик, илмий-оммабоп ва ижтимоий-сиёсий мавзудаги адабиётни ўқий олиши лозим. Ўрганув ўқиш (**Scimming**) талабанинг ихтисослигига оид ўқув адабиётлари асосида олиб борилади. Ўқишнинг мазкур кўринишини назорат қилиш матнни тўлиқ ёки қисман таржима қилиш шаклида ўтказилади.

**Тинглаб тушуниш. (Listening Comprehension)** Чет тилида ифода этилган нутқни тинглаш ва уни тушуниш нутқ фаолиятининг мураккаб тури ҳисобланади. Тинглаб тушунишни осонлаштириш учун махсус нутқ дастури ишлаб чиқилади. Дастурда лингафон кабинетда матнларни тинглаш жадвали, матнлар характери ва уларнинг ҳажми, аудиториядан (дарсдан) ташқари тинглашга мўлжалланган матнлар мазмуни, назорат турлари ва усуллари ўз аксини топади.

**Танишув ўқиш (Scanning)** мустақил иш турларидан бири сифатида уйда ўқиш шаклида амалга оширилади. Ўқишнинг бу туридан фойдаланиш учун мослаштирилган (тушунтириш берилган) илмий-оммабоп матнлар, объектив характерга эга бўлган бадиий китоблар танланади. Ўқиш ҳажми бир ҳафтада 6-8 бетни ташкил этади. Назорат турлари: ўқилган матн мазмуни бўйича ўқитувчи томонидан берилган саволларга жавоб бериш, айрим вазифалар бўйича ахборот

бериш, саволлар бўйича мунозара уюштириш, ҳикоя ёки ахборот режасини тузиш ва ҳ.к.

**Ўрганув ўқиш (Scimming)** мутахассислик мавзулари бўйича олиб борилади. Унда мутахассисликка оид маълум маълумотни англаш ва ундан касбий фаолиятда фойдаланиш учун машқлар бажарилади. Матн мазмуни луғат ёрдамида тўлиқ таржима қилинади. Мақсадга тўлиқ эришиш учун ўқитувчи талабаларга турли вазифалар беради.

**Кўз югуртириб (Speed reading)** ўқишга мустақил равишда газета ва журналлардан олинган ижтимоий-сиёсий, ва публицистик характерга эга бўлган матнларни ўқиш тавсия этилади. Талабалар газета ва матнларни қизиқишлари доирасига мос равишда ўзлари танлаб олади ва ҳар бир дарсда қараб чиққан материаллари ҳақида ахборот берадилар. Ўқишнинг мазкур тури ҳажм жиҳатдан чегараланмаган. Талаба маълум бир газета бўйича ахборот бериши ёки аниқ бир мавзу бўйича бир неча газетага шарҳ бериши мумкин.

**Гапириш. (Speaking)** Талабаларнинг диалогик ва монологик нутқ бўйича мустақил иши дарсда ўтиладиган ўқув материали асосида ташкил этилади. Мустақил иш мазмуни ва уни назорат қилиш шакллари ўқитувчи томонидан дидактик, психологик, услубий ва лингвистик омилларни ҳисобга олган ҳолда белгиланади (масалан, ўқув материалнинг мураккаблиги ва унинг ишлаб чиқилганлик даражаси, янги тил материалнинг ҳажми, талабаларнинг тил соҳасидаги тайёргарлик даражаси, малака ва кўникмаларининг шаклланиш босқичи ва ҳ.к.). Мустақил ишлаш учун вазифа сифатида қуйидагилар тавсия этилади: топширилган мавзу бўйича ахборот тайёрлаш, матн мазмунини сўзлаб бериш, мавзуга оид актив лексика ёрдамида ҳикоялар тузиш, маълум масала ёки вазиятни муҳокама этиш ва ҳ.к.

**Ёзув. (Writing)** Ёзув бўйича мустақил иш ёзув техникаси (графика, орфография, пунктуация) устида ишлашни ва ўз фикрини ўрганилаётган чет тилида ифода этишни назарда тутати. Мустақил иш мазмуни қуйидагилардан иборат:

- аннотация, резюме, реферат ёзиш (тузиш);
- нутқ сўзлашдан олдин нутқнинг режасини ёки унинг тезисини тайёрлаш;
- ҳар хил хатлар, табрикномалар, таклифлар, хизмат вазифаларига оид хатлар матнини тузиш;
- ўқишга ёки ишга кириш учун ариза ёзиш;
- мутахассисликка оид ҳар хил ҳужжатларни расмийлаштириш.

Ёзув малакаларини такомиллаштиришнинг самарали усулларидан бири эссе ёзишдир. Чунки услуб жиҳатидан эссе оғзаки нутққа яқин ва бу вазият талабалар ҳис-туйғуларини ифода этишларига кенгрок имконият, шунингдек, талабалар дунёқарашларини тушуниш, уларнинг тил бўйича билимларидаги нуқсонларни аниқлаш ва тузатишга имконият яратилади. Бундан ташқари эссе ёритилаётган материалга мантиқий ёндашиш, ўз фикрини бошқалар фикри билан қиёслаш, уни ҳимоя қилиш, хулосаларни далиллар ёрдамида исботлашга ёрдам беради.

### Эссе ёзиш учун таклиф этиладиган мавзулар:

1. Коммуникация ва транспорт воситаларининг ривожланиши мамлакатлар ва халқларни бир-бирларига тобора яқинлаштирмоқда. Мамлакатимизни бошқа мамлакатлар билан яқинлаштирувчи нарса нима? Фикрингизни исботлаш учун мисол ва далиллар келтиринг.
2. Ёшлар ўрта махсус ва олий таълим муассасаларида турли мақсадларни кўзлаб ўқийдилар. Кишиларни олий маълумот олишга нима ундайди (билимларини чуқурлаштириш, янги тажриба орттириш, хизмат соҳасида олға интилиш, иқтисодий аҳволини яхшилаш ва ҳ.к)? Нима сабабдан сиз маълумотингизни давом эттиришга қарор қилдингиз? Фикрингизни исботлаш учун далил ва фактлар келтиринг.
3. Ўзбекистон анъана ва урф-одатларга бой мамлакат ҳисобланади. Аммо айрим анъаналар ўз аҳамиятини йўқотиб бормоқда, бошқалари эса янада кенг тарқалмоқда. Келгуси авлод учун урф-одатларнинг қайси бирини сақлаб қолмоқчисиз? Нима учун? Тушунтириб беринг.
4. Яшаш учун бошқа мамлакатга кўчиб борган кишиларнинг айримлари янги ватанларидаги урф-одатларга риоя қилишни лозим топадилар. Бошқалари эса ўз миллий анъаналарини сақлаб қолишга ҳаракат қиладилар. Ҳар иккала ёндашувни таққосланг. Сизнингча қайси бири маъқул? Фикрингизни конкрет мисоллар ёрдамида ифодаланг.
5. Сиз “Олий таълим муассасаларида талаблар ўзлари ўрганишни хоҳлаган курсларни танлаш имкониятига эга бўлишлари лозим”, - деган фикрга қандай қарайсиз? Фикрингизни мисоллар ёрдамида исботланг.
6. Қуйидаги “Фақат кўп пул топадиган кишиларгина муваффақиятга эришади”, - деган фикрга эътибор беринг. Сизнингча муваффақиятга эришиш учун нима ёрдам беради? Фикрингизнинг далили учун мисоллар келтиринг.

Эссе мавзулари TOEFL таклиф этган мавзулар мажмуасидан танлаб олинади. Ўқитувчи уларни ўзгартириши мумкин, эсселар сонига (ойда бир ёки семестрда уч эссе) ва уларнинг ҳажмига (1,5-2 минг сўз бирлиги) бўлган талаб ўзгармаслиги лозим. Ўқиш ва таржима натижаларидан реферат, мақола, маърузалар ва диссертация ёзишда фойдаланилади. Ўқиш ва таржима учун бериладиган ихтисослик бўйича матн ҳажми бир ойда 15 бет.

**Юқори технологияларни ўқув жараёнига тадбиқ этилиши** ўқувчи ва талабаларнинг мустақил иш фаолиятини интенсивлаштиради, янги турдаги вазифалар намуналарини яратилишга олиб келади, келтирилаётган материалнинг интерактивлигини сезирарли даражада оширади. Бунга асосий сабаб - ахборот етказиш воситаларнинг бир ахборот намоиш этиш предмети доирасида ифода этилиш имконияти пайдо бўлганлигидадир. Масалан, аввал графика (ёзув), расм ва ҳ.к. кўринишдаги ахборот – қоғозда; аудио ахборот - оғзаки нутқ, аудио тасма, радио, телевизорда; видеофильм кўринишдаги ахборот – видеотасма, телевизорда намоиш этилар эди. Бу эса турли ахборот етказиш воситалари комбинацияларидан ташкил топган машқларни яратилишига тўсқинлик қилар эди. Компьютер монитори махсус дастур ёрдамида ахборот етказиш барча воситаларини жамлаган ҳолда ўзида намоиш этиш имкониятга эга, аудиторияда бажариши лозим бўлган вазифаларнинг талайгинасини мустақил иш эвазига амалга ошириш

имкониятларни яратади. Демак, электрон дарсликларда янги турдаги машқларни яратилишига алоҳида эътибор қаратиш лозим. Бу эса, ўз навбатида, талаба ва ўқувчиларнинг интенсивлаштирилган, юқори даражадаги интерактивлик кўрсаткичларга эга, ахборот етказиш воситалари комбинацияларидан ташкил топган вазифалар билан бойитилган мустақил иш фаолиятини қайта ташкил этишга катта имкониятлар яратади. Электрон ўқитиш материаллари, машқларни интернетга ўрнатиш ва ўқитувчи билан талаба ўртасида дистант мулоқот учун шароит яратиш масофавий таълим элементларини ўқув жараёнига жорий қилишда, талабалар мустақил ишларини бойитишга катта ҳисса қўшади.

## **10. НУТҚ ФАОЛИЯТИДА ЗАРУР БЎЛАДИГАН КЎНИКМА ВА МАЛАКАЛАРНИ ҲОСИЛ ҚИЛИШ УЧУН ХИЗМАТ ҚИЛАДИГАН ВАЗИФАЛАР НАМУНАЛАРИ**

### **10.1. Нутқ фаолияти турлари учун зарур бўладиган кўникма ва малакаларни ҳосил қилиш учун хизмат қиладиган вазифалар намуналари**

Нутқ фаолияти турлари учун зарур бўладиган кўникма ва малакаларни ривожлантирувчи вазифаларга таълим стандартларида кўрсатилган тинглаб тушуниш, ўқиб тушуниш, фикрни ёзма тарзда ифодалаш, гапириш (сўзлашиш) кўникма ва малакаларини ҳосил қилиш учун қўлланиладиган вазифалар ҳамда шаклланган билим, кўникма ва малакаларни назорат қилишга хизмат қилувчи топшириқлар мажмуаси киради. Мазкур дастурда келтирилган вазифа намуналари ҳамма учун мажбурий эмас. Вазифалар рўйхатига ҳар бир кафедра ихтисослик хусусиятларидан келиб чиқиб қўшимчалар, ўзгартиришлар киритиши мумкин.

### **10.2. Тинглаб тушуниш кўникмаларини ҳосил қилишга хизмат қиладиган вазифалар намуналари**

1. Ўқитувчидан сўнг инглиз тилидаги матнни такрорлаш.
2. Инглиз тилида берилган матн мазмунини тушуниб, қўйилган вазифага инглиз тилида жавоб қайтариш.
3. Мустақил равишда инглиз тилида берилган матнни ўқиб тушуниш ва алоҳида вазифа белгилаб уни бажариш.
4. Вазифа доирасида техник воситага кўчирилган инглиз тилидаги матнга жавобни оригинал тилда аудиокассетага ёки компьютерга ёзиб қўйиш (бу турдаги иш мустақил иш тариқасида аудиторияда ва аудиториядан ташқарида бажарилиб ўқитувчига топширилади).
5. Инглиз тилидаги матнни тинглаш давомида “калит” сўзларни ёзиб бориш.
6. “Калит” сўзларга асосланиб тингланган матн режасини тузиш ва уни оғзаки баён этиш.
7. Тингланган матнга асосланиб, 2-3 “калит” сўзга таянган ҳолда нутқ вазиятини ёзма-оғзаки равишда тузиш.
8. “Калит” сўзларга таянган ҳолда матн парчаларини инглиз тилидан она тилига, она тилидан инглиз тилига синхрон таржима қилиш.

### **10.3. Ўқиб тушуниш кўникмаларини ҳосил қилишга хизмат қиладиган вазифалар намуналари**

1. Нотаниш сўзлар маъносини берилган матнга таянган ҳолда аниқлаш.
2. Мусобақа тарзида матнни инглиз тилидан она тилига тез таржима қилиш.
3. Ўқилган матннинг режа (схема) сини тузиш.
4. Матннинг “калит” сўзларини аниқлаб, уларга таянган ҳолда баён ёзиш.
5. Матннинг “калит” сўзларини аниқлаб, уларга таянган ҳолда матн ғоясини оғзаки баён қилиш.
6. Ўқилган матнга таяниб топшириқларни бажариш (тест-синов шаклида).

### **10.4. Фикрни ёзма тарзда ифодалаш малакаларини ҳосил қилишда қўлланиладиган вазифалар намуналари**

1. Компьютер мониторида инглиз тили имлосини ўзлаштиришга оид вазифаларни бажариш.
2. Ўтилган материалларга асосланиб, миқдоран чекланган гапларни хатга кўчириш (free writing).
3. Берилган вазифани ҳисобга олган ҳолда инглиз тилидаги гапни 2-3 гаплардан иборат нутқ вазиятига айлантириш.
4. Берилган 2-3 “калит” сўзни бир-бири билан боғлаш.
5. Инглиз тилида тингланган матн мавзусини ёзма матн шаклида ифодалаш (баён ёзиш).
6. Берилган вазифага асосланган ҳолда иншо ёзиш.

### **10.5. Гапириш кўникмаларини ҳосил қилиш учун вазифалар намуналари**

1. Артикуляция кўникмаларини ҳосил қилиш мақсадида тилнинг турли қатламларига оид талаффуз билан боғлиқ вазифаларни бажариш.
2. Монологик (диалогик) матнлардаги ахборотдан “калит” сўзларни аниқлаш ва уларга таянган ҳолда матн мавзусини оғзаки баён этиш.
3. 2-3 “калит” сўзга таянган ҳолда оғзаки нутқда ситуация тузиш.
4. Берилган вазифанинг моҳиятига кўра, “тингловчи-тингловчи” шаклида оғзаки суҳбат ўтказиш.
5. Эркин мавзу бўйича суҳбат уюштириш.
6. Вазифа қилиб берилган мавзу матнига таяниб суҳбат уюштириш.

## **11. РЕЙТИНГ НАЗОРАТИ ВА БАҲОЛАШ МЕЗОНЛАРИ**

### **Тилни ўзлаштиришнинг илк даражасида ( Break through A1) рейтинг назорати ва баҳолаш мезонлари**

**Кундалик назорат шартлари:** электрон дарсликдаги 100% шкаласида бажарилган машқлар 20 % шкаласига ўтказилиб ўлчанади.

**Оралиқ назорат шартлари:** 50% шкаласида ўлчанади, таркибига вазиятла грамматикаси (SG), ўқиб тушуниш (RC), тинглаб тушуниш (LC), фикрни ёзма тарзда ифодалаш (EW), фикрни оғзаки нутқ воситасида ифодалаш (OC) киради.

EW назорати тизими (илк ва бошланғич босқичлар учун) - ўтилган грамматика ёки луғатга таянган ҳолда 15 гап ёзиш (free writing)

	15 sentences and more	10-15 sentences	6-9 sentences
<b>Grammar</b>	0-1 mistake - 5 points 2-3 mistakes - 3 p. 4-5 mistakes - 2 p. 6-7 mistakes - 1 p. 8 and more mist. - 0	0-1 mistake - 3 points 2-3 mistakes - 2 points 4-5 mistakes - 1 point 6 and more mist. - 0	0-1 mistake - 2 points 2-3 mistakes- 1 point 4 and more mistakes - 0
<b>spelling</b>	0-2 mist.- 3 points 3-4 mist.- 2 points 5-6 mist.- 1 point 7 and more mist. - 0	0-2 mist. - 2 points 3-4 mist. - 1 point 5 and more mist. - 0	0-2 mist. - 1 point 3 and more mist. - 0
<b>voc.</b>	0 mist. - 2 points 1 mist. - 1 point 2 and more mist. - 0	0 mist. - 1 point 1 and more mist. - 0	No points at all

**Якуний назорат шартлари:** оғзаки синов қуйидаги шаклда ўтказилади:

Name	Monological speech			score out of 15	Dialogical		Speech		Total score:  Out of 30
	ten sentences 2 sent. – 1 point  Out of 5	Voc.+ Gr. 3mistakes 1 point reduction  Out of 5	Teacher questions   Out of 5		5questions + 5 replies  5 points  Out of 5	Content 5 points  Out of 5	Voc.+Gr. three mistakes- 1 point reduction  Out of 5	score out of 15	
1   Kim I.	3	4	2	9	3	3	2	8	17

Тилни ўзлаштиришнинг илк даражасида (хорижий тилни ўзлаштириш бўйича тил ўрганувчиларда билим, кўникма ва малакаларнинг илк шаклланиш даражаси) (Break through A1) умумий назорати:

20% - кундалик назорат + 50% - оралиқ назорат + 30% - якуний назорат

**Тилни ўзлаштиришнинг бошланғич даражасида (Waystage A2) рейтинг назорати ва баҳолаш мезонлари**

**Кундалик ва оралиқ назорат шартлари** илк босқич даражасидаги шартлардан фарқ қилмайди.

**EW назорати шартлари:**

- ўтилган монологик матн ўқиб берилади (талаба шу мавзунини 15 гапда ёзувда ифодалаб бериши шarti билан);
- ўтилган диалогик ёки монологик матн ўқиб берилади (талаба уни монологик матнда 15 гап билан ифодалаб бериши шarti билан);
- босқич якунида 1-2 бетдан иборат тақдимотнинг матнини яратилиши.

EW баҳолаш шартлари илк босқич даражасидаги шартлардан фарқ қилмайди.

**Якуний назорат шартлари:** балларнинг жами - 30, бундан,

- Accuracy - тўғри талаффуз этиш, луғатни тўғри ишлатиш, грамматик хатолар қилмаслик – 5 балл;
- Fluency - нутқнинг тезлиги, фикрнинг эркин ифодаланиши, нутқнинг равонлиги – 5 балл;

- Effectiveness - матн мавзусини ифода этишда дадиллик, тушунарли етказиш, мисолларни ўринли ишлатиш - 5 балл.

n a me	O R A L S P E E C H E V A L U A T I O N					
	DIALOGICAL SPEECH			MONOLOGICAL SPEECH		
	Accuracy score-5 p.	Fluency score-5p.	Effectiveness score-5 p.	Accuracy score-5p.	Fluency score-5p.	Effectiveness score-5 p.
1.						
2.						

Қуйи-ўрта босқич умумий назорати илк, бошланғич ва ўрта босқич даражаларидаги шартлардан фарқ қилмайди.

**Тилни ўзлаштиришнинг қуйи-ўрта даражасида (Threshold B1) рейтинг назорати ва баҳолаш мезонлари**

**Кундалик, оралик ва якуний назорат шартлари** бошланғич босқич даражасидаги шартлардан фарқ қилмайди.

EW назорати шартлари:

- ўтилган мавзуларга оид монологик ёки диалогик матн ўқиб берилади, талаба мавзуни 15 гапда ифодалаб бериши шarti билан;
- янги ўтилган материал асосидаги диалогик ёки монологик матн ўқиб берилади, талаба эса уни монологик матн шаклида 15 гап билан ифодалаб бериш шarti билан;
- маълум бир мавзу бўйича иншо ёзиш, тақдимот тайёрлаш;

EW баҳолаш шартлари бошланғич босқич даражасидаги шартлардан фарқ қилмайди.

Қуйи-ўрта босқич умумий назорати бошланғич босқич даражасидаги шартлардан фарқ қилмайди.

**Тилни ўзлаштиришнинг ўрта даражасида (Threshold B2) рейтинг назорати ва баҳолаш мезонлари**

**Кундалик, оралик ва якуний назорат шартлари** қуйи-ўрта босқич даражасидаги шартлардан фарқ қилмайди.

EW назорати шартлари:

- ўтилган мавзуларга оид монологик ёки диалогик матн ўқиб берилади, талаба мавзуни 15 гапда ифодалаб бериши шarti билан;
- янги ўтилган материал асосидаги диалогик ёки монологик матн ўқиб берилади, талаба эса уни монологик матн шаклида 15 гап билан ифодалаб бериш шarti билан;
- маълум бир мавзу бўйича иншо ёзиш, тақдимот тайёрлаш;
- схема, графикларда ифодаланган ахборотни ёзма матнда ифодалаб бериш;
- факультет мутахассислиги йўналиши бўйича тақдимот тайёрлаш;

EW баҳолаш шартлари қуйи-ўрта босқич даражасидаги шартлардан фарқ қилмайди.

Ўрта босқич умумий назорати қуйи-ўрта босқич даражасидаги шартлардан фарқ қилмайди.



## 12. ТАВСИЯ ЭТИЛАДИГАН АДАБИЁТЛАР

### Асосий адабиёт

**Кундалик турмуш даражасидаги мулоқот учун мўлжалланган инглиз тили**  
**Интерактив электрон дарсликлар мажмуаси:**

А.А.Исмаилов, Нигматов Б.Н. “Distant Ta`lim”. Инглиз тилидан мультимедияли электрон дарсликлар мажмуаси (5 босқичли). Давлат патент идораси. Маълумотлар базасининг расмий рўйхатдан ўтказилганлиги тўғрисидаги гувоҳнома № ВГУ 0023. Ўзбекистон Республикаси маълумотлар базалари давлат реестрида 23.09.2009 йилда Тошкент шаҳрида рўйхатдан ўтказилган.

Босқичлар: илк, қуйи-бошланғич, бошланғич (таркибида иктисодиёт ва давлатчилик мутахассислиги материаллари билан); қуйи-ўрта, ўрта.

### **Полиграфик кўринишдаги ўқув материаллар вариантлари:**

1. А.А.Ismailov. Short Intensive Computer-Linguaphone Course of Social English. Resource Book. Zero Level. Elementary level. – Tashkent, 2008.
2. А.А.Ismailov. V.A Fyodorov. Short Intensive Computer-Linguaphone Course of Social English. Home Study Book. Zero Level. Elementary level.– Tashkent, 2008.
3. А.Ismailov. English for beginners. Teachers Guide. - Tashkent, 1997.
4. А.А.Ismailov, G.A.Tursunova, S.A.Zinnalova, K.N.Kayumova, G.A.Siyayeva, N.A.Fayziyeva. Dayly Routine English. Resource Book. Work Book. .Toshkent 2008. (For Pre-intermediate Level).
5. А.А.Ismailov, N.I.Melenevskaya, S.G.Shadiyeva, V.B.Lapshin, K.M.Atakhojayeva. Enjoy your travel. Resource Book. Work Book. Tashkent 2008. (For Intermediate Level).

### **Мутахассисликка оид инглиз тили:**

1. А.А.Ismailov, V.A.Fyodorov, V.B.Lapshin, N.A.Melenevskaya. State and Social Construction ESP. Intensive Computer-Linguaphone Course for Beginners and Further levels. Resource Book. Work Book. Тошкент, 2008.
2. А.А.Ismailov, V.A.Fyodorov, Tursunova G.A., Morosova A.O., Bekmatova E.G. Market Economy ESP. Intensive Computer-Linguaphone Course for Beginners and Further levels. Resource Book. Work Book. - Тошкент, 2008.
3. Т.Саттаров. English for Law Students. Part One. Fifth edition. –Tashkent, TSLI, 2009
4. Т.Саттаров, Н.Хисматуллина, В.Нормуратова. English for Law Students. Part Two. Second edition. –Tashkent, TSLI, 2009

*Илова: 1 ва 2 бандда келтирилган адабиётлар инглиз тили интерактив мультимедияли электрон дарслик таркибининг узвий қисми сифатида намоиши этилади).*

### **Инглиз тили ўқув материаллар мажмуасининг вариантлари:**

- полиграфик дарслик + 24 аудиокассета (ёки CD га жойлаштирилган аудио материаллар);
- полиграфик дарслик + яқка компьютерда ишлашга мўлжалланган 4 CD дан иборат баҳолаш тизими билан таъминланган интерактив электрон дарсликлар мажмуаси;

- полиграфик дарслик + локал тармоқда ишлашга мўлжалланган 4 CD дан иборат баҳолаш тизими билан таъминланган интерактив электрон дарсликлар мажмуаси;
- полиграфик дарслик + баҳолаш тизими билан таъминланган интерактив электрон дарсликлар мажмуасининг интернет намунаси.

### **Қўшимча адабиёт**

1. Frel M., Абдураимова Я., Чан А., Ибрагимова Г., Мирзоянова А. Get in Touch. Tashkent 2008.
2. Barkley M., Ибрагимова Г., Абдураимова Я. Keep in Touch . Tashkent 2008.
3. Боқиева Г., Ирискулов А ва бошқ. Stay in Touch. Tashkent 2008.
4. Боқиева Г., Ирискулов А ва бошқ. Touch the Future. Tashkent 2008.
5. BBC English. Follow me. Barry Tomalin. Издательство ИНФРА-М. Copyright@1981 BBC English by Radio and Television.
6. Headstart. Beginner. (Teacher's Guide. Workbook.) Tim Falla. (Student's Book.) Briony Beaven with Liz & John Soars. Oxford University Press.
7. Raymond Murphy. English Grammar in Use. A self-study reference and practice book for elementary level. Cambridge University Press.

## Ўрта босқич ишчи дастури - Intermediate Level

### Ўрта босқич таълимнинг ўқитиш материаллари

Кундалик турмуш даражасидаги инглиз тилига оид ахборотни тушуниб етиши, зарурият тасозоси билан суҳбат ва мунозараларда қатнашиш, содда мавзуни эркин ифода қила билиши. Бу босқичда эркин мулоқот қилиш кўникмаларини намоёни этилиши жараёнида кўп ҳолларда грамматик хатоларга йўл қўйилиши, мавзуни тўлиқ ифода этаолмаслик сезилиб туради. Мутахассислигига оид танланган мавзунинг мазмунини илғай олади, конкрет хабарни тушунарли ҳолда адресатга етказа билади.				
Нутқ фаолиятини ўргатиш жараёни		Тил материални ўргатиш жараёни		Босқич якунида эришилажак билим, кўникма ва малакалар
Кундалик инглиз тили жараёни	Мутахассислик инглиз тили жараёни	лексика	Грамматика	
<p>(б) диалогик матн мавзулари – чипта сотиб олиш ваётидаги суёбат, паспорт ва божхонадан ўтиш пайтидаги суҳбат, самолётга таклиф этиш чоғида ишлатиладиган ахборот ва ҳ.к.</p>	<p>(а) давлатчиликга оид мавзулар - “Ўзбекистондаги сиёсий партиялар ва ҳаракатлар”, “Сиёсий тизимнинг демократлашуви”, “АҚШ сиёсий партиялари”, “Буюк Британияда сиёсий партиялар тизими”. (б) иқтисодий ҳаётга оид мавзулар - “Бозор иқтисодиётида талаб ва таклиф”, “Иқтисодий ташкилотнинг уч муаммоси”, ... .</p>	<p><u>Кундалик турмуш даражасидаги мулоқот учун зарур инглиз тилига</u> оид сўз ва сўз бирикмалари сони 600дан кам бўлмаслиги, ўтилган матнлар-ни камраши ва янги дарсликга киритилиши лозим; <u>мутахассислик га оид</u> 110-120 атамалар (иқтисод ва ўлкашунослик мавзусига оид)</p>	<p>“when clause” ва “if clause”да феъл шакллари ишлатиш; замонлар мослашувида (“Sequence of Tenses”, “Future in the Past”) феъл шакллари ишлатилиши; мураккаб тўлдирувчи (“Complex Object”); шарт эргашган кўшма гаплар (“Conditional sentences”); ўтган замон сифатдоши ва унинг ишлатилиши (“Participle II and constructions”); инглиз тилида сўз яшаш; феълнинг тўрт асосий шакллари; феълнинг мажхуллик даражаси (“The Passive Voice”); артикларнинг географик номлар билан ишлатилиши (“The use of the articles with geographical names”), бошқа, матнларда учрайдиган грамматикага оид материал.</p>	<ol style="list-style-type: none"> <li>1. Оригинал матнларга мурожаат этган ҳолда ўқиб тушуниш кўникмаларини ривожлантиради ва ўқиш жараёнида юзага келган турли муаммоли ҳолларни мустақил бартараф қилади;</li> <li>2. Мазкур босқич даражасидаги талабларга мувофиқ луғатдан фойдаланади, мавзуларни ўқиб тушунади, мулоқот ўрнатиш кўникмаларига эга бўлади;</li> <li>3. Босқич талабига жавоб берадиган даражада фикрни равшан, хатоларсиз баён этади;</li> <li>4. Хорижий газета ва журналлар, соҳасига оид манбаълардан фойдаланиб, зарур бўлган маълумотни таҳлил қила билади, мавзу мазмунини инглиз тилида қисқача оғзаки баён этади;</li> <li>5. Соҳасига оид хатларни, электрон почтани луғат ёрдамисиз ўқиб туёунади, адресатга содда жавоб хатни ёза олади, электрон почта орқали жавобни тушунарли етказа олади;</li> <li>6. Интернетдан маълумотни ўзига заруор эканлиги тушуниб ета олади, луғат ёрдамисиз мавзу ҳақида умумий тушунча ҳосил қила олади;</li> <li>7. Ўрта босқич талабига жавоб берадиган тақдимотнинг қисқача баёнини таёрлайди, тақдимот қилади ва муҳокамада иштирок этади;</li> <li>8. Соҳасига оид илмий маърузалар мазмунининг 60 % англайди;</li> <li>9. Соҳасига оид йиғилишларида, баҳс ва мунозараларда фикрини равшан ва эркин ифодалай олади;</li> <li>10. Бизнес фаолиятида зарур бўлган билим ва кўникмаларга эга бўлади.</li> </ol>

### Ўрта босқич технологик ҳаритаси

Weeks	Units	Hours	General English: Language Focus	Topics	ESP	Video-Audio	Tests
1	E.T. U.1	12	1 <sup>st</sup> - 2 <sup>nd</sup> Conditional	Getting acquainted		E.T. U. 1 Getting acquainted	
2	E.T. U.2	12	Gerund, Prepositions of time, “should”, “would”, “could” constructions	Communicating by phone	SSC U 10	E.T. U.2, ME U.13	
3	E.T. U.3	12	“to prefer smth”, “to prefer doing smth”, “to prefer to do smth”	Travelling by air	ME U.11	E.T. U.3, ME U.13	CT U. 1-3
4	E.T. U.4	12	Constructions: “What is it like?”; “What does it look like?”	Places to stay	SSC U 11	E.T. U.4, ME U.14	Oral+EW, “Travelling by air”
5	E.T. U.5	6	Infinitive constructions.	Travelling around the city	ME U.12	E.T. U.5, ME U.14	
6	E.T. U.6	6	Glossary of key words and phrases	Communicating by mail	SSC U 12	E.T. U.6	CT U.4-6
7	E.T. U.7	6	Glossary of key words and phrases	Getting smth to eat		E.T. U.7, Shopping	
8	E.T. U.8	12	Glossary of key words and phrases	Shopping	ME U. 13	E.T. U.8	Oral+EW “Getting smth to eat”
9	E.T. U. 9	6	Pattern to learn: “to have (to get, to want) smth done”	Repairs and Services		E.T. U.9	Oral+EW “Shopping”.
10	E.T. U.10	6	Glossary of key words and phrases. Pattern to learn: “to have smth done”	Solving Money Problems	ME U.14	E.T. U.10 Presentation	CT U.7-10
11	E.T. U.11	6	Pattern to learn: “You’d better do smth”	In Case you Fall Ill	Presentation	E.T. U.11	Oral+ESP CT U.11

**Қисқартмалар (Abbreviations):**

CC – computer course;  
CT – test on computer  
FM – Family Album

RB – Resource Book  
WB – Work Book  
HSB – Home Study Book

ME ESP – Market Economy ESP  
DRE – Dayly Routine English, preintermediate level  
SSC ESP – State and Social Construction ESP

## Қуйи-ўрта босқичга оид адабиёт

### *Асосий адабиёт*

*Полиграфик манбаълар.*

1. Кундалик турмуш даражасидаги мулоқот учун мўлжалланган инглиз тили:

- А.А.Исмаилов, Н.И.Меленеvская, С.Г.Шадиyева, В.В.Лапшин, К.М.Атахоjayева. Enjoy your travel. Resource Book. Work Book. Tashkent 2008.

2. Мутахассислик инглиз тили:

- А.А.Исмаилов, В.А.Фyодоров, Г.А.Турсунова, А.О.Моросова, Е.Г.Бекматова, М.Исмаилова. Market Economy ESP. Short Intensive Computer-Linguaphone Course. (Resource Book; Work Book. Units 11-14). Тошкент, 2008.
- А.А.Исмаилов, В.А.Фyодоров, В.В.Лапшин, Н.А.Меленеvская, М.Исмаилова. State and Social Construction ESP. Short Intensive Computer-Linguaphone Course. (Resource Book; Work Book. Units 11-12). Тошкент, 2008.
- Т.Сагтаров. English for Law Students.Part One. Fifth edition. –Tashkent, TSLI, 2009
- Т.Сагтаров, Н.Хисматуллина, В.Нормуратова. English for Law Students. Part Two. Second edition. –Tashkent, TSLI, 2009

3. Аудио манбаълар:

Ўрта босқич полиграфик манбалардаги вазифаларни қамрайдиган CD дискка ёзилган аудиомашқлар тўплами;

4. Электрон манбаълар:

А.А.Исмаилов, Нигматов Б.Н. “Distant Ta`lim”. Инглиз тилидан мультимедияли электрон дарсликлар мажмуаси (5 босқичли). Давлат патент идораси. Маълумотлар базасининг расмий рўйхатдан ўтказилганлиги тўғрисидаги гувоҳнома № ВГУ 0023. Ўзбекистон Республикаси маълумотлар базалари давлат реестрида 23.09.2009 йилда Тошкент шаҳрида рўйхатдан ўтказилган.

Босқичлар: илк, қуйи-бошланғич, бошланғич; қуйи-ўрта, ўрта.

### *Қўшимча адабиёт.*

Кундалик турмуш даражасидаги мулоқот учун мўлжалланган инглиз тили:

1. Headway (Pre - Intermediate). John and Liz Soars. (Student's book; Workbook). Oxford University Press.
2. BBC English. Follow me. Barry Tomalin. Издательство ИНФРА-М. Copyright @ 1981 BBC English by Radio and Television.
3. English Grammar in Use. A self-study reference and practice book for intermediate students. Raymond Murphy. Cambridge University Press. First published 1985; seventeenth printing 1992.
4. Family Album U.S.A. Howard Backerman. Viewer's Guide 1-2. 1990 г.
5. Боқиева Г., Ирискулов А. ва бошқ. Stay in Touch.. – Т.; 2008
6. Боқиева Г., Ирискулов А. ва бошқ. Touch the Future .- Т.; 2008

Мутахассисликка оид инглиз тили:

1. We mean Business. An elementary course in business English. (Teacher's book; Workbook; Student's book). Susan Norman. Longman.
2. English for Businessmen. Г.А.Дудкина, М.А.Павлова, З.Г.Рей, А.Т.Хвальнова. М., 1993й.
3. Starting Business English. Christine Johnson, Jack Lonergan. М., 1994 г.

# Ўрта босқич рейтинг назорати ва баҳолаш мезонлари<sup>1</sup>

## Талабаларининг мустақил ишларини ташкил этиш ва уларни назорат қилиш

### Мустақил таълимни ташкил қилишда ўқитувчи ва талаба ҳамкорлиги

Мустақил таълимнинг кадрлар сифатини яхшилашдаги ва уларнинг касбий маҳоратларини оширишдаги роли ҳам исбот талаб қилмайдиган масалалардан ҳисобланади. Шунинг учун ҳам мустақил таълимни ташкил қилиш билан боғлиқ методик ишланма ва кўрсатмалар тузиш, ҳамда мустақил таълим самарадорлигини ошириш фан ўқитувчилари олдида турган муҳим вазифалардан бири ҳисобланади.

Бу эса ўз навбатида қуйидаги муаммоларнинг ечимини топши зарурлигини тақазо этмоқда:

1. Мустақил таълим шароитида ўқитувчи ва талабанинг ўзаро муносабати;
2. Мустақил таълим шароитида талабалар фаоллигини ошириш омиллари;
3. Мустақил таълим юзасидан берилган топшириқларни талабалар томонидан бажарилганлик даражасини аниқлашга қўйилган мезонлар ва бошқалар.

Мустақил таълим ҳақида сўз юритганда, уни ўқитувчи раҳбарлигида бериладиган таълим шакли (маъруза, семинар, амалий дарс) дан фарқлаб олиш мақсадга мувофиқ. Мустақил таълим деганда талабаларнинг ўқув дастурлари ва режаларида берилган мавзуларни асосий ва қўшимча адабиётлардан мустақил фойдаланган ҳолда ўз билимларини кенгайтиришларини ва улар асосида мустақил хулосага келишларини, ўзларини қизиқишларига кўра аудитория соатларидан ташқари пайтда ташкил қилинадиган иш турларини тушуниш мукин.

Мустақил таълим икки кўринишда бўлиши мумкин:

1. Ўқитувчи томонидан аввалдан лойиҳалаштирилган ишларни, маълум кўрсатмалар асосида талабалар томонидан ўқитувчининг қисман назорати асосида бажариладиган мустақил иш;
2. Талабанинг ўз қизиқиши ва истак-ҳоҳиши асосида ўз томонидан режалаштирилган ва ўз билимини оширишга қаратилган мустақил иш.

Иккинчи ҳолда талабадаги ички мотивация мустақил таълимнинг ўз-ўзини назорат қилиш орқали олдинга қўйилган мақсадга эришишни назорат қилади.

Мустақил таълимни ташкил қилишдаги биринчи муҳим қадам ўқув режасида мустақил таълим учун ажратилган соатлар ҳажмидан келиб чиқиб ўқув материални танлаш ва уни ўргатиш кетма-кетлигини аниқлаш лозим. Ўқув материали ўрганиладиган мавзуларни, лексик ва грамматик материални ўз ичига олади. Шундан сўнг мустақил таълимни ташкил қилиш шакллари ва уни бажариш учун сарфланадиган вақт (соати) ҳамда жойи (уйда, кутубхонада, лабораторияда) ва ташкил қилиш усулларини аниқлаш лозим.

<sup>1</sup> Мазкур ўқув услубий мажмуанинг “дастур” қисмига қаранг, 38-40 б.

Бунда ўқув методик адабиётларни берилган методик кўрсатмалар билан чегараланиб қолмасдан мустақил таълимни ташкил қилишнинг самарали усулларини излаб топиш учун ижодий ёндашмоқ керак. Масалан, брейнсторминг гуруҳ-гуруҳ, жуфт-жуфт, индивидуал иш турлари ва кластер, жигсо каби интерфаол усул турларидан мақсадли фойдаланиш йўллари олдидан аниқлаб мустақил таълимни ташкил қилишни пухта лойиҳалаштириш зарур. Бу ҳозирги вақтда таълимда кенг қўлланилаётган педагогик технология ва технологик ёндашув талабларига тўла мос келади. Шунингдек, ўрганиладиган ҳар бир мавзуга мос кўرғазмаларни қуроллар ва тарқатма материаллар тайёрлаш ҳам зарур.

Мустақил таълимни амалга оширишда талабалар фаоллигини ошириш кўзланган натижага эришишнинг энг муҳим омилларидан бири ҳисобланади. Бу эса талабаларда ўрганилаётган мавзуларга нисбатан мотивация ҳосил қилиш зарурлигини кўрсатади.

Яна шунини унутмаслик керакки, мустақил ишни ташкил қилишда ўқитувчи талабаларнинг индивидуал хусусиятларини, билим даражаси, қизиқиши, қобилияти билан бир қаторда талабадаги уятчанлик, иккиланиш, ўз кучига ишонмаслик, хато қилиб қўйишдан қўрқиш каби ташаббускорликни буғувчи психологик омилларни ҳам ҳисобга олиш керак. Бундан ташқари ўқитувчи-талаба муносабатида ҳам талабага нисбатан хайрихоҳлик, унинг фикр мулоҳазаларига, истак-ҳоҳишига эътибор қаратиш, юз ифодасида эса доим ўта жиддий, қовоқ уйган ҳолда эмас, балки юзда бир оз жилмайиш ифодаси билан муносабатда бўлиш ҳам тил ўргатишдаги пировард натижани ижобий бўлишини таъминловчи, талабада берилган топшириқларни бажаришга нисбатан мотивацияни ҳосил қилувчи омиллардан ҳисобланади.

Мустақил таълимни ташкил қилишдан олдин ўқитувчи унинг таълим тизимида тутган ўрни, ўқув режасида мустақил таълимга ажратилган соатлар ҳажми ва уни ташкил қилишдан кўзланган мақсад хусусида яхши тушунчага эга бўлгандагина мустақил таълим учун зарур бўлган шароитни ва ўқув воситаларини тўғри танлаб олади.

Мустақил таълим орқали талабада мустақил фикрлаш, воқеа-ҳодисаларга нисбатан ўз фикрига эга бўлиш, қийин вазиятларда тез қарорга келиш, билимларни янада чуқурроқ ўзлаштириш, мустақил тадқиқот ишларини олиб боришда хотиранинг ички резервларидан фойдалана олиш каби хислатлар ва кўникмалар шакллантирилади.

Хулоса қилиб айтганда, мустақил таълимни ташкил қилишда талабанинг лингвистик тайёргарлиги, психологик имкониятларидан келиб чиқиб, таълим шакллари танлаш таълим самарадорлигини оширади ва талабаларда ўрганилаётган мавзуга нисбатан мотивация ҳосил қилади.

**БАКАЛАВРИАТУРАДА ХОРИЖИЙ ТИЛЛАР БЎЙИЧА  
ТАЛАБАЛАРИНИНГ МУСТАҚИЛ ИШЛАРИ УЧУН МЕТОДИК  
КЎРСАТМАЛАР**

Таълимнинг бакалавриатура босқичи учун ўқув дастурида хорижий тил фанидан талабаларининг мустақил ишлари учун 167 соат ажратилган. Мустақил ишлар мавзулари бакалавриатура ишчи дастурида қуйидагича акс эттирилган:

№	Фаолият тури	Манбалар	Ҳажми	Текшириш вақти	Соат
1.	Мутахассислик адабиётлари бўйича таржима	Ҳуқуқ турлари бўйича адабиётлар	Ҳар бир семестрда 15000 босма белги	Ҳар ойнинг 2-машғулотида	47
2.	"Уй ўқиши" асосида детектив жанрдаги адабиётларни ўқиш	"English reader for law students", "Stories for home-reading", Stories by Agatha Cristie	Ҳар семестрда 10 бетдан	Ҳар ой охириги машғулотида	40
3.	Таълим мавзулари бўйича эссе ёзиш	"English for Law Students" (Sattarov T.Q.)	Ҳар бир семестрда 2 бет	Ҳар ойнинг охириги машғулоти Да	40
4.	Ижтимоий-сиёсий матнларни ўрганиш	Газета материаллари (Uzbekistan Today, Business Partner), "Newspaper for Law Students".	Ҳар бир семестрда 15000 босма белги	Ҳар ойнинг 2-машғулотида	40
	<b>Жами</b>				<b>167</b>

**Бакалавриатура босқичида мустақил ишларнинг бажарилишини баҳолаш** (балл миқдориди). Ўқитувчи томонидан ҳар семестрнинг охирида талабанинг асосий таълим курсидан олган баллари мустақил ишлар баллари билан биргаликда қўшиб ҳисобланади. Бу ҳар бир талабанинг мустақил иш бўйича топшириқни янада яхшироқ бажариши учун имконият яратади.

**I. Мутахассисликка оид адабиётларни таржима қилиш бўйича методик кўрсатмалар**

Мутахассисликка оид адабиётларни таржима қилиш фаолиятини бутун таълим курси жараёнида системали ўтказиш лозим.



Таржима қилинган ишларни текшириш тасдиқлаган график асосида амалга оширилиши керак:

- 1) таржима қилинган иш оригинал манба билан бирга тақдим этилиши керак (нусха олинади),
- 2) талабанинг ҳар бир текширилган иши ўз малакасини доимий равишда ошириш мақсадида махсус файлда сақланиши лозим. Такрорий хатоликка йўл қўйилган ҳолатда баҳо меъёри камаяди,
- 3) ҳар бир ишда луғат илова қилиниши, яъни таржима манбасидан янги сўзлар ва иборалар олинishi керак, ўқитувчи матндан -хоҳлаган калит сўз ва иборани сўрашга ҳақли ва агар талаба бу сўзни билмаса ёки унда луғат бўлмаса, баҳоси пасаяди.
- 4) таржима иши босма вариантда тақдим этилиши лозим (14 шрифт, Times New Roman, 1,5 интервалда),
- 5) таржима материали ҳажми бир ойда 2800 босма белги (1 босма варақ),
- 6) таржима материали доимо ўзгариб туриши лозим - улар жумласига мутахассислик бўйича илмий адабиёт, справочник адабиётлар киради,
- 7) таржима учун унча содда бўлмаган асл адабиётлардан фойдаланиш лозим. Ишчи дастурида кўрсатилган адабиётларни танлаш назарда тутилади,
- 8) ҳар бир ишда муаллиф исми ва фойдаланилган манбанинг номи тўлиқ кўрсатилиши керак.

**Ўқитувчига қуйидаги кўрсатмалар берилади:**

- 1) таржима ишларини текшириш бўйича жадвал тузиш ва бутун курс давомида унга риоя қилиш,
- 2) таржима учун адабиётлар рўйхатини тузиш, ишчи дастурида кўрсатилган қўшимча адабиётлар асосида мутахассисликка оид манбалар билан уларни тўлдириш,
- 3) ҳар бир текширилган ишнинг хатолари қисқача изоҳ билан илова қилиниши керак,
- 4) доимий равишда гуруҳларда хатолар муҳокама қилиниб, журналда қайд этилиши лозим,
- 5) таржимашунослик бўйича ойида бир марта 15 минутлик махсус консультация ташкил этиш,
- 6) талаба урганаётган мутахассислиги бўйича керакли манбани имкон қадар таржима учун талабаларга тенг ҳолда тақсимлаш зарур,
- 7) луғат тутишда асосий эътиборни қаратиш лозим, ҳар бир таълим жараёнининг охирида ўрганилаётган мутахассислик бўйича луғатда 200-250 та атама бўлиши ва луғат икки тилда юритилиши керак,
- 8) таржима ишида чет тилдан она тилига ва аксинча, она тилидан чет тилга таржима қилиш мукамаллиги малакасини шакллантириш керак.

**Назорат шакли** ишчи дастурида берилган ушбу мустақил иш турининг ажратилган соат миқдоридан келиб чиқади. Бакалавриатура босқичида мутахассисликка оид адабиётларни таржима қилиш бўйича 40 соат, яъни бутун

курс давомида 40 балл белгиланади. ҳар бир вазифа учун энг юқори балл - 1 балл. 1 балл ўзлаштириш даражасига кўра қуйидагича бўлинади:

Ўзлаштириш даражаси	Ғоиз	Балл
Аъло	86%-100%	0,86-1,0
Яхши	71%-85%	0,71-0,85
Қониқарли	55%-70%	0,55- 0,70
Қониқарсиз	0%-54%	0-0,54

## **II. Уй ўқиши асосида детектив жанрдаги адабиётларни ўқиш бўйича методик кўрсатмалар**

Уй ўқиши асосида детектив жанрдаги адабиётларни ўқиш бакалавр босқичи талабалари учун мустақил ўқиш турларидан биридир. Ишчи ўқув дастурида мазкур ўқиш тури учун алоҳида соат ажратилган.

Ҳар бир семестр охирида талаба уйда ўқиш китоби бўйича ўзининг фан ўқитувчисига вазифа топширади. Мустақил ўқиш учун ҳуқуқшуносликка оид ва ижтимоий-сиёсий ҳамда детектив жанрдаги адабиётлар берилади.

Ҳар бир семестрда талаба 5 минг босма белгидан ва 7 минг босма белги ҳажмигача материал тайёрлаши лозим.

Мустақил ўқишнинг мақсади матннинг маъносини тўғри тушуниш, керакли маълумотларни олиш ва лексик бойликни оширишдир.

Талаба мустақил ўқишга тайёрланганда матнни ҳар бир абзацини овоз чиқариб ўқиб, уни ўз она тилига таржима қилиши ва нотаниш сўзлар, сўз ибораларини дафтарига ёзиши керак.

Матннинг умумий маъносини тушунишда қийинчилик туғдирган нотаниш сўзларни луғат дафтарга унинг асосий маъноси ва матнда қўлланган маъноси билан ёзиши фойдалидир.

Агар сўзлар от сўз туркумига мансуб бўлса бирлик сонда, феъллар инфинитив шаклида, сифат ва равишлар эса оддий даражада ёзилиши керак.

Мустақил ўқиш вазифасини топширганда талаба матннинг асосий маъносини ўз она тилида сўзлаб бериши ва ўқитувчининг берган саволларига матн асосида жавоб бериши лозим. Кучли талабалар матннинг асосий маъносини чет тилида айтиб бера олишади. Жавоб бериш жараёнида талаба ўзининг луғат дафтарини ўқитувчига такдим қилади.

Ёзма таржимадан фойдаланиш таъкикланади.

Мустақил ўқиш учун рейтинг балига эга бўлмаган талабалар якуний синонга киритилмайди.

Назорат шакли ишчи дастурида берилган ушбу мустақил иш турининг ажратилган соат миқдоридан келиб чиқади. Бакалавриатура босқичида мутахассислик бўйича адабиётларни таржимасига 40 соат, яъни бутун курс

давомида 40 балл белгиланади. Ҳар бир уйда ўқиш материали учун энг юқори балл - 1 балл. 1 балл ўзлаштириш даражасига кўра куйидагича бўлинади:

Ўзлаштириш	Фоииз	Балл
Аъло	86%-100%	0,86-1,0
Яхши	71%-85%	0,71-0,85
Қониқарли	55%-70%	0,55- 0,70
Қониқарсиз	0%-54%	0-0,54

Текширилган ишнинг хатоларига ўқитувчи томонидан изоҳ берилиши лозим. Бажарилган ишлар бутун таълим курси давомида талабаларнинг тил малакалари ривожланишини кузатиш мақсадида сақланиши керак.

### **III. Таълим мавзулари буйича эссе ёзишдаги методик кўрсатмалар**

Бакалавриатура босқичи ишчи дастурида таълим мавзулари бўйича эссе ёзиш мустақил ўқиш турларидан биридир. Қуйидаги методик кўрсатмалар тавсия этилади:

1. Эссе мавзусини диққат билан ўқинг ва қисқа режа тузинг ёки асосий ҳолатини белгиланг. Бу сизга ёзма баён қилишни ташкил этишга имкон яратади.
2. Эссе ёзиш учун варақни 2 вертикал қисмга бўлинг. Варақнинг чап томонига асосий мазмунини ёзишни бошланг. Ўнг томонига эса қўшимча маълумотларни ёзишингиз мумкин.
3. Аниқ ва тўлиқ ёзинг. Кенг жой қолдирманг ва катта ҳарфлар билан ёзманг.
4. Ёзганингизни албатта текширинг.
5. Ёзилган иншода албатта 3 та асосий қисм бўлиши шарт: 1-кириш, 2-асосий мазмуни, 3-хулоса.
6. Баённинг Кириш қисми асосан 3 та ёки 5 та мавзуни ёритувчи гапдан иборат бўлиши керак, Кириш қисми китобхонга мавзу ёки муаммонинг мазмунини таништириши керак.
7. Асосий мазмуни. Баённинг бу қисми одатда бир нечта қисмларни ўз ичига олади. Барча пунктлар асосий мавзуга боғлиқ бўлиши ва мос келиши лозим. Ҳар хил манбалардан бир нечта мисолларни келтириш керак. Мавзуни ёритиш учун кўрган ва эшитган телевизион программалар, фильмлар, мақолалар, китобларни қўллашимиз лозим.
8. Ҳар бир сатрни куйидаги "менинг қарашимча", "менинг фикримча", "менинг ўйлашимча" каби иборалар билан бошлаш керак. Агар бошқа манбалардан парчалар келтирилса, улар муҳокама қилинганда "яхши", "ёмон", "тўғри", "нотўғри" сўзлари қўлланилади.
9. Хулосада таҳлилий фикр билдирилади. Хулосада ҳеч қандай янги маълумот берилмайди.

## Эссе учун мавзулар

1-семестр учун:

1. Бизнинг институт.
2. Ўзбекистон мустақиллиги.
3. АҚШда ҳуқуқий таълим.
4. Ўзбекистонда ҳуқуқий таълим.
5. АҚШ, Буюк Британия ва Ўзбекистон конституциялари.

2-семестр учун:

1. АҚШ ҳукумати.
2. Олий Мажлис қонунчилик палатаси.
3. Буюк Британия ҳукумати.

### Баҳолаш мезони:

“Аъло” (0,86-100) – мавзунини тўғри ёритиш учун логик ва грамматик жиҳатдан тўғри, 550- 600 сўз,

“Яхши” (0, 71- 0, 84) - мавзунини тўғри ёритиш учун логик ва грамматик жиҳатдан 4-5 хато,

“Қониқарли” (0, 55 – 0, 70) – мавзунини логик жиҳатдан охиригача ёритилмаган, грамматик жиҳатдан 6-8 та хато,

“Қониқарсиз” логик жиҳатдан қониқарсиз, баён ҳажми 300 та сўздан кам.

Назорат шакли ишчи дастурида берилган ушбу мустақил иш турининг ажратилган соат миқдоридан келиб чиқади. Бакалавриатура босқичида таълим мавзулари бўйича эссе ёзиш бўйича 40 соат, яъни бутун курс давомида 40 балл белгиланади. Ҳар бир вазифа учун энг юқори балл - 1 балл. 1 балл ўзлаштириш даражасига кўра қуйидагича бўлинади:

Ўзлаштириш	Фоиз	Балл
Аъло	86%-100%	0,86-1,0
Яхши	71%-85%	0,71-0,85
Қониқарли	55%-70%	0,55- 0,70
Қониқарсиз	0%-54%	0-0,54

### IV. Ижтимоий - сиёсий матнларни урганиш бўйича методик курсатмалар

Бакалаврият босқичида хорижий тил таълимидаги мустақил ўқиш турларидан бири газета мақолаларини ўқиш, тушуниш, таржима қилиш билан турли хил мазмунда газета материалларидан иборат бўлади.. Халқаро ва Республика ҳаётида рўй бераётган маданий, фан ва спорт соҳасидаги материаллар оммавий ахборот воситалари орқали ўрганилади.

Газета материалларини чет тилларида ўқишни ўрганишдан мақсад талабаларнинг чет тилларига бўлган қизиқишини оширади. Шунинг билан бирга фанларро алоқалар тикланади, яъни география, тарих, адабиёт каби фанлардан маълумотлар олинади.

Газета қўшимча ўқув материалларининг муҳим қисмини ташкил этади. Чет эл материалларидан системали равишда фойдаланиш талабаларга ўқув материалларини ижтимоий-сиёсий ҳаётнинг актуал масалалари билан боғлаб ўрганишда яққиндан ёрдам беради. Талабалар тили урганилаётган мамлакат билан яхшироқ танишиши туфайли уларнинг умумий билим доираси кенгаяди.

Газета материалларини ўрганишда талабанинг чет тилида лексик бойлиги янада ошади.

Ижтимоий - сиёсий матнларни ўрганиш тил таълимининг яна бир аспекти ҳисобланиб, у қуйидаги мақсадларни назарда тутади:

Ўқишнинг ҳар хил турлари (ўрганиш, танишув, кўз югуртириш) бўйича матннинг асл нусхада ўқишни ўргатиш.

Ижтимоий - сиёсий мавзу ва муаммоларини муҳокама қилишни ўргатиш.

Ўқилган матнга бўлган муносабатни айтиб беришни ўргатиш.

Талабаларни тил малакаларидаги лексик, грамматик бойлигини ошириш.

Фанлараро алоқаларни тарғиб қилиш, умуммаданий даражани ошириш ва талабаларни дунёқарашини кенгайтириш.

Талабаларни чет тилларда оғзаки нутқини ўстириш.

Дарс жараёнида газета материалларидан фойдаланиш қуйидаги босқичларга бўлинади:

Сарлавҳани ўқиш ва таржима қилиш.

Расмлар, тасвирлар тагида ёзилган изоҳларни ўқиш ва таржима қилиш.

Мақолани қисқача мазмунини баён қилиш.

Ҳар хил мақолаларни шарҳлаш.

Газета, нашриёт номларининг тўлиқ шарҳи.

Мақоланинг сарлавҳасини таржима қилиш матн маъносини тушуниш учун асосий калит ҳисобланади.

Ижтимоий-сиёсий матнлар билан ишлашда қуйидаги мавзулар рўйхатини келтиришимиз лозим:

Буюк Британия ва Америка матбуоти.

Ўзбекистон матбуоти.

Дунё харитаси.

Оммавий ахборот воситалари. Радио, телевидение.

Англия сиёсий тузуми.

Таниқли сиёсий арбоблар.

Ташрифлар, учрашувлар.

Иқтисодий мавзулар.

Маданий мавзулар.

Спорт мавзулари.

Реклама, эълонлар, об - ҳаво ва бошқалар.

Юқорида берилган мавзулар Англия, Америка, Ўзбекистон газета журналларидан танлаб олинади.

Газета матнларини ўқишда қуйидаги ҳолатларга эътибор қаратилади:

Матн сарлавҳасини кўздан кечириш.

Қизикарли мақолаларни танлаш.

Мақолани абзацлари бўйича таржима қилиш.

Мақоланинг ҳар бир абзацида калит гап, калит сўз тўғри тушунилса, матннинг умумий маъносини тушунишда асос бўлади.

Дарс жараёнида газета материаллари билан ишлашда қуйидаги топшириқлар берилади:

Биринчи иборани ўқиш ва мақолада муҳокама қилинаётган муаммонинг маъноси ҳақида ўйлаш.

Мақоладаги сана ва рақамларни топиш.

Биринчи абзацни ўқиш, калит гапни, сўзларни топиш ва кейин уларни охириги абзацлардан излаш.

Мақолани мазмунини 2-3 гап билан қисқартириш. Шунингдек матн мавзуси бўйича давра суҳбати, («Round Table discussion») «анжуман», «митинг» ўтказишда талабалар аниқ ролларга ажратилиб, жуфтлик ўйини (Role-Play) тузилади.

Газета материаллари билан ишлаш жараёнида чет тили ўқитувчиси олдига қуйидаги мақсад ва вазифалар қуйилади:

Умумий таълим мақсадлари: талабаларнинг умумий билим доираси кенгая боради, улар мамлакатимизда ва чет элларда юз бераётган воқеаларни баҳолашга ва қарама-қарши қўйишга ўрганиб борадилар, яъни ўрганилаётган мамлакат билан танишилади.

Тарбиявий вазифалар: газета материаллари ўқитувчига талабаларда ватанпарварлик ва интернационализм туйғуларини тарбиялашга ёрдам беради.

Амалий мақсадлар: чет тилида чиқадиган газеталарни ўқий бошлаган талабаларда чет тилидаги матнларни таржима қилмасдан тушуниш малакалари ҳосил бўлади.

Назорат шакли ишчи дастурида берилган ушбу мустақил иш турининг ажратилган соат миқдоридан келиб чиқади. Бакалавриатура босқичида ижтимоий-сиёсий матнларни ўрганиш бўйича 40 соат, яъни бутун курс давомида 40 балл белгиланади. Ҳар бир вазифа учун энг юқори балл - 1 балл. 1 балл ўзлаштириш даражасига кўра қуйидагича бўлинади:

Ўзлаштириш	Фоиз	Балл
Аъло	86%-100%	0,86-1,0
Яхши	71%-85%	0,71-0,85
Қониқарли	55%-70%	0,55- 0,70
Қониқарсиз	0%-54%	0-0,54

Текширилган ишнинг хатоларига ўқитувчи томонидан изоҳ берилиши лозим.

## Ўрта босқич кундалик инглиз тили курсининг материаллари

### ENJOY YOUR TRAVEL

**A.A.Ismailov, N.I.Melenevskaya, V.B.Lapshin,**

**S.G.Shadiyeva, G.M.Atakhojayeva**

Many people nowadays travel on business, for pleasure or for study. They often need help with the language of “survival”. In this textbook we present the language that a traveller most often needs for a visit to a foreign country, where the customs and language are different. This book will help you pick up the language you will need while travelling. Emphasis is on everyday real-life situation and provides the material for several classroom activities.

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## Сўз боши

Мазкур ўқув материаллар босқичма-босқич интерактив электрон дарсликлар тизимидаги ўрта босқичини (Intermediate level) қамрайди. Хозирги пайтда хорижий сафар аҳамиятининг ошганлиги муносабати билан, ўқув материалларда келтирилган мавзулар талабанинг биринчи сафарида учрайдиган муаммоли вазиятларга қаратилгандир. Шунинг учун ушбу материаллар таълим ва бошқа соҳа хизматчи ва ўқувчилар учун инглиз тилини мазкур босқич тақозо этадиган даражада чуқурлашириб ўрганишга ва нутқ фаолиятининг зарур бўлган кўникмаларини ҳосил қилишга имконият яратади. Материалларни мустақил ўзлаштириш учун қўлланмада зарур шарт-шароитлар яратилган.

Материалларнинг ҳар бир мавзуси тўрт қисмга бўлинади.

Биринчи (“Focusing activities”) қисмда келтирилган машқлар ўқувчиларнинг диққатини кейинги қисмларда келтириладиган мавзуларга жалб қилишга қаратилгандир.

Дарснинг асосий мавзусини ифодалашга қаратилган машқлар иккинчи қисмда (“On the line activities”) келтирилади. Бу машқлар ўқувчининг суҳбат олиб бориш кўникмаларини тасдиқлайдиган ёки инкор қиладиган турли жадвал, гаплар кўринишида келтирилади; “when?/where?/who?/what?/how many?” каби саволларга жавобни тақозо қиладиган машқлар ҳам шулар жумласидандир.

Дарснинг учинчи қисми (“Between the line activities”) биринчи қисмда келтирилган матнлар асосида пайдо бўладиган хулосаларга таянган машқлардан ташкил топади. Бу қисмдаги машқлар ўқувчининг

## Предисловие

*Данное пособие представляет собой очередной, предваряющий средний уровень электронных интерактивных учебников курс обучения английскому языку (Pre-Intermediate level). Содержание текстов на этом уровне направлено на те возможные ситуации, с которыми слушатель может столкнуться в своей повседневной деятельности. Поэтому данное пособие может оказаться полезным как для тех, кто занят в сфере образования, так и для разного рода специалистов, поставивших перед собой цель глубже изучить английский язык и приобрести соответствующие навыки речевой деятельности. Поэтому оно также может быть использовано и как самостоятельное пособие в отрыве от предыдущих уровней.*

*Каждый урок данного учебника состоит из четырех частей.*

*Упражнения первой части (“Focusing activities”) направлены на привлечение внимания обучаемого к той теме, которая будет разворачиваться в последующих частях учебника.*

*Представлению основной темы урока посвящены упражнения во второй части учебника (“On the line activities”). Упражнения, разворачиваемые в этой части урока ориентированы на развитие способности обучаемого вести беседу посредством введения заданий в аспекте схем, таблиц, высказываний подтверждающих или отрицающих то или иное содержание, а также ответов на вопросы “when?/where?/who?/ what?/ how many?”.*

*Третья часть (“Between the line activities”) направлена на дальнейшую эксплуатацию содержания основного материала урока путём привлечения внимания обучаемого на межстрочное*



“why?/how?/in what ways?/can you compare” каби саволлар жараёнида суҳбат олиб бориш кўникмаларини ривожлантиришга қаратилгандир.

Дарснинг тўртинчи қисми (“Beyond the line activities”) олдида турган мақсад - ўқувчиларни асосий мавзу билан боғлуқ бўлган ўхшаш вазиятларга олиб чиқиш ва улар асосида турли суҳбатлар куришдир. Бу турдаги машқларга ролли ўйинлар, турли суҳбатлар ташкил этиш, дарс мавзусига нисбатан ўз фикрини ифода этишга қаратилган турли ёзма ишлар киради.

Дарснинг барча қисмлардаги машқларнинг кетма-кетлиги бир тамоилга бўй синади, у хам бўлса, аввал матн, диалог шаклида режалаштирилган материал келтирилади. Сўнг махсус машқлар ёрдамида матнинг асосий ғояси ўқувчининг онгига етказилади. Кейинги босқичда матнинг мазмунини чуқурроқ англаш мақсадида тил структурасига оид ва дарсга тегишли бўлган луғавий, грамматик ва бошқа материални талқин қилишга қаратилган машқлар келтирилади. Дарсликдаги барча машқларнинг мақсади - ўқувчининг келгуси амалий фаолиятида ўтилган материални ва кўникмаларини ишлатишига замин яратишга қаратилгандир.

Мазкур дарслик икки кўринишида тайёрланган: 1. Таркибида аудиокассеталар бўлган босма шаклидаги “Resource Book”, “Work Book”; 2. Олинган билимни назорат қилишга имконият яратилган **интерактив** электрон дарслик (лазер диски кўринишида) – якка компьютер, интернет/интранетга мўлжалланган версиясида. Дарсликнинг икки кўриниши хам ўзбек, хам рус гуруҳларда тахсил беришга мўлжаллангандир.

*содержание в текстах урока. Упражнения, разворачиваемые в этой части урока ориентированы на развитие способности обучающегося вести беседу в аспекте ответа на вопросы “why?/how?/in what ways?/can you compare” и др.*

*В четвертую часть урока (“Beyond the line activities”) входят упражнения, основная цель которых вывести обучаемых в смежные, по отношению к основному содержанию урока, ситуации. Это разного рода ролевые игры, беседы, письменные сочинения, в которых обучаемый выражает собственное мнение по отношению к теме урока.*

*Последовательность упражнений во всех частях урока подчинена порядку, согласно которому сначала даётся планируемый языковой материал в виде текста, диалога (в целях визуального либо аудиального восприятия). Затем, посредством специальных упражнений, до сознания обучающегося доводится основная идея текста. На следующем этапе, с целью глубже понять содержание текста, приводятся упражнения на анализ основного языкового материала (лексического, грамматического, и т.д.), без которого невозможно понять всё содержание. И так до конца, пока обучаемый не усвоит планируемый языковой материал и разовьёт необходимые навыки речевой деятельности для активного его использования в своей последующей деятельности.*

*Данное учебное пособие подготовлено в двух версиях: 1. Печатная с аудиокассетами, состоящая из “Resource Book”, “Work Book”; 2. Лазерный диск, интернет/интранет версии, включающие также и возможность контроля уровня выполнения упражнений. Обе версии предназначены как для узбекоязычного, так и русскоязычного обучающегося.*

## Unit I

## GETTING ACQUAINTED

### I. Focusing activities

**Exercise 1 a).** If the members of your group are together for the first time, get everyone to introduce themselves by answering these questions:

*What is your name?*

*Where are you from? /Where do you come from?*

*Where do you work?*

*What do you do?*

*What are you studying?*

*Why are you taking this course?*

*My name is .....*

*I'm / I come from .....*

*I work in/at/for .....*

*I'm a .....*

*I'm studying .....*

*Because.....*

#### **b) Answer the following questions:**

- 1 How do people in your country greet each other?
- 2 What do you do when you are not introduced?
- 3 What do you do when you forget the person's name?
- 4 Are there any tips on greeting people in your country?
- 5 When do people in your country usually shake hands?
- 6 Do people use titles when applying to a person?

### II. On the line activities

**Exercise 2. Read text 1. Pay attention to the greetings, saying “good-bye”, phrases and enquiries (whether they are “formal” or “informal”). Discuss in the group the contexts in which they are used.**

## GETTING ACQUAINTED

### 1. Greetings, Enquiries, Saying Good-bye

You want to get acquainted with a foreigner. Do you know how to do it? There are some rules you should follow.

An English person generally says: *Good morning, Good afternoon, Good evening* to people he knows little or when the greeting is more formal. To those you know well you may just say *Morning* or *Evening*. Note that *Good night* is only used when leaving people, never when meeting them. The most usual answer to *Good morning*, etc. is to use the same expression. Less formal greetings are *Hello* or *Hi*. *Good-bye* (formal and informal), *Bye* (informal), *Bye-bye* (informal) and *See you* (informal) are used when leaving people. The following expressions are also used: (*Hope to*) *see you soon (again, later)*; (*I'll*) *be seeing you soon*; *My best wishes (best regards), my love to ...*; *So long/good luck!/Keep well; I look forward to seeing you*. When parting for long people say *Farewell*.

Informal enquiries are: *How're things? How's it going?* Informal answers are: *Not too bad; So-so; As usual; Just the same; Can't complain, Could be better; Tip-top; (It) could be worse/ better; O.K.; All right*.

The question *How do you feel?* may require the following answers: *I feel fine./Quite fit*. Sometimes people ask their close friends the question: *How are you getting on?* You can hear different answers, such as: *Everything is all right. O.K.; Lots of troubles/ worries*. When people are formally introduced they say *How do you do?* It is not a question at all. It is just an expression that people use when they meet a person for the first time. The answer is the same *How do you do?* If you really want to know about someone's health, you say *How are you?* Common answers are: *Very well, thank you or Fine, thank you; Very well (or Fine), thanks, Not so well* is more informal. After you have given an answer to *How are you?* English people often (formal) repeat (*And*) *how are you?* or (informal) add *And you?* or *What about you?* less formal to the answer.

**Exercise 3.** Below in the table you can see the phrases that are commonly used when people meet or depart. Decide whether the phrase you have read is formal or informal, choose the appropriate reply to it from the given list in the right column and put its figure in the spaces provided.

<i>Formal</i>	<b>Infor- mal</b>	<b>Phrases used when people meet or depart</b>	<b>Possible replies</b>
.....1....		Good morning Good afternoon Good evening Morning Evening Good night Hello Hi Good-bye Bye Bye-bye See you (Hope to) see you soon (again, later) (I'll) be seeing you soon My best wishes (best regards) My love to ... So long/good luck!/Keep well I look forward to seeing you Farewell How do you do?	1 <i>Good morning</i> 2 <i>Good afternoon</i> 3 <i>Good evening</i> 4 <i>Morning</i> 5 <i>Evening</i> 6 <i>Good night</i> 7 <i>Hello</i> 8 <i>Hi</i> 9 <i>Good-bye</i> 10 <i>Bye</i> 11 <i>Bye-bye</i> 12 <i>See you</i> 13 <i>(Hope to) see you soon (again,            later)</i> 14 <i>(I'll) be seeing you soon</i> 15 <i>My best wishes (best regards)</i> 16 <i>My love to ...</i> 17 <i>So long/good luck!/Keep well</i> 18 <i>I look forward to seeing you</i> 19 <i>Farewell</i> 20 <i>How do you do?</i>

**Exercise 4.** Below in the table you can see the phrases that are commonly used straight after the people greet each other. Choose the appropriate reply to them from the given list and put its figure in the spaces provided.

<b>Phrases</b>	<b>Nº</b>	<b>Possible replies</b>		
<i>How' re things?</i>	...	1 <i>Not too bad</i>	9 <i>Not so well</i>	
<i>How's everything?</i>	...	2 <i>So-so</i>	10 <i>Can't</i>	16 <b>Lot's of worries</b>
	...	3 <i>As usual</i>	<i>complain</i>	17 <b>(It) could be</b>
<b><i>How's it going?</i></b>	...	4 <i>All right</i>	11 <i>I feel fine</i>	<b>worse/ better</b>
<i>How do you feel?</i>	...	5 <i>Tip-top</i>	12 <i>Quite fit</i>	18 <i>Very well,</i>
<i>How are you getting on?</i>	...	6 <i>O.K.</i>	13 <b>Cheer up</b>	<i>thank you.</i>
<i>How are you?</i>	...	7 <i>Fine, thanks</i>	14 <i>Everything is</i>	19 <i>Fine, thank you</i>
		8 <i>Just the same</i>	<i>all right.</i>	20 <i>Very well,</i>
			15 <i>Lot's of troubles</i>	<i>thanks</i>
				21 <i>Could be better</i>

**Exercise 5. Answer the questions. Discuss your answer with the partner.**

- 1 What is the most formal greeting in English which is suitable any time of the day?
- 2 What is the universal informal greeting?
- 3 What are the standard replies to the question “How are you?”
- 4 What do you say when greeting a person you don’t know well?
- 5 What are the less formal ways of saying good-bye?
- 6 When do we say “Good night”?
- 7 What do we say when parting for long?

**Exercise 6. Read text 2 attentively. Pay attention to the phrases people use while introducing each other and how they do it.**

**2. Introductions**

Introductions often include these steps:

**Greeting (or request for introduction) ⇔ Introduction ⇔ Response**

There are two types of introduction: a) **introducing yourself**; b) **introducing someone else**.

a) It is helpful to others and important for you to introduce yourself promptly and appropriately. If you are at a business social function or with just a few people and you are not introduced you should introduce yourself.

Introduction	Response
1. “Hello, let me introduce myself. My name’s .....	“Pleased to meet you. I’m ...”
2. “Good morning. May I introduce myself? My name’s ...”	“Nice to meet you. Mine’s ...”
3. “Good afternoon. I’m .....	“Glad to meet you. I’m ...”

If it looks as if the person who should introduce you isn’t going to (he may have forgotten your name) you have to take over. Just smile, offer to shake hands with the nearest person and say: “Hello. I’m Tom Eastwoon. Jim and I are responsible for the Technec account.” In some situations, describing yourself just mention what you do. But you shouldn’t give endless details, such as how long you have been with the company or where you live.

b) It is quite easy to introduce people to each other in English. One way is just to say the names, pointing at each person as you name them. Imagine you want to introduce Mary and Carmen to each other. First of all (talking to Mary), you can point at Carmen and say “Carmen”; then you turn to Carmen and say “Mary”. Or instead of just saying the names, you can say “This is Carmen” and “This is Mary” (but not “That’s Carmen”). The expressions “Meet my friend” or “I’d like to introduce my friend” are possible too.

If you want to speak in a more formal way (perhaps to introduce older and more important people to each other), you can say to the first person “Can I introduce Mr/Mrs X?” or “May I introduce ...?” or “Have you met ...?” or “I don’t think you have met ...” When you speak to the second person you can just say “This is ...” As you make the introduction, include a brief bit of information about those being introduced: “Jim has just joined our Newark General office”.

People wince inwardly if you mispronounce their names. If you don’t know the correct pronunciation of someone’s name, ask apologetically for it to be repeated:

“ I’m sorry, I didn’t hear your name. Could you repeat that/say that again, please?” If you have a name to be difficult to pronounce, help the person who is trying to pronounce it. You can smile and say: “It’s a tough one, isn’t it?” Pronounce it clearly.

Everyone should stand when being introduced. There was a time when women remained seated when new people arrived on the scene, but not nowadays.

**Tips to remember** When introducing people to each other you should remember that:

- A man is always presented to a woman, not a woman to a man.
- The honoured man's or woman's name is said first, the name of the person being presented follows.
- Present the young to the old, the lesser to the greater.
- Give personal attention to a man/woman you are talking to.
- Be friendly and polite.
- Look interested while you are listening.
- Use questions to encourage the talk.
- When more than two people are involved, mention the newcomer's name, then the names of the others in the order in which they are sitting or standing at the time.
- In public places when the meeting is to be brief an introduction is unnecessary.

It is quite common to introduce people using their Christian name and surname (family name). You cannot always do this; it depends on the people's age, social class, and social attitudes, and on your relationship with them. If you are not sure or you don't know people, or wish to suggest respect, need to be polite you can use *Mr*, *Mrs*, *Ms* and *Miss*. *Mr* is not usually written in full.

When speaking to a woman call her *Miss* or *Mrs*, then the last name.

*Ms* is used to refer to women who do not wish to have to say whether they are married or not. It is common in the USA, and becoming common in Britain.

*Dr* is used as a title for doctors (medical and other).

*Professor* (abbreviated *Prof*) is used as a title only for certain high-ranking university teachers.

**Exercise 7. Read the following and decide if it is right or wrong. Tick in the spaces provided. Say what a person should do.**

Situations	Right	Wrong
1. Karim doesn't know anybody at the party, so he goes around asking people: "What's your name?"	<input type="radio"/>	<input type="radio"/>
2. Karim sees his friend Erkin who comes over and introduces him to his wife Lola who is then joined by another friend, Pete.	<input type="radio"/>	<input type="radio"/>
3. Karim grabs Lola's hand and begins shaking it.	<input type="radio"/>	<input type="radio"/>
4. Karim is then introduced to Pete.	<input type="radio"/>	<input type="radio"/>
5. Karim, who is sitting in a chair, shakes hands with Pete.	<input type="radio"/>	<input type="radio"/>
6. Karim leaves the party without saying anything to anyone.	<input type="radio"/>	<input type="radio"/>

**Exercise 8. Answer the questions. Discuss your answer with the partner.**

- 1 Why is it very important to introduce people?
- 2 How should people introduce themselves?
- 3 What common expressions do people usually use when formally introduced?
- 4 What should a person do if he is not introduced by any reason?
- 5 What do you say in English when you don't hear a person's name?
- 6 What is the way out if your name is difficult to pronounce?

- 7 Why are titles very important when introducing people?  
 8 What does Ms stand for and what people does it refer to?  
 9 Is it possible to use three elements (title, first name and surname) at the same time?

**Exercise 9. Put the lines in the correct order.**

<b>Dialogue A</b> <i>Speakers: Donald and Janine</i>	<b>Lines order</b>	<b>Dialogue B</b> <i>Speakers: Mr Tursunov and Mr Khojaev</i>	<b>Lines order</b>
1 Pleased to meet you too.	...	1 Yes, that's me.	...
2 You must be Janine Brown.	...	2 Are you Mr Khojaev, by any chance?	...
3 Hello. I'm Donald Finders. I'm pleased to meet you.	...	3 Nice to meet you. 4 I'm Head of Marketing here. You're	...
4 Yes, that's right	...	from Daewoo, aren't you? 5 I'm Sherzod Tursunov.	...

**Exercise 10. Match the questions with the correct replies:**

<b>Questions</b>		<b>Replies</b>
1 How are you?	.....	a Yes, that's right.
2 Pleased to meet you.	.....	b Then you must call me Ben.
3 How do you do?	.....	c Very well, thank you. And you?
4 Please, call me James.	.....	d How do you do?
5 How's life?	.....	e Pleased to meet you too.
6 Hello, are you Roberto?	.....	f Not too bad, but very busy.

**Exercise 11. Complete the four conversations. Use the phrases from the box.**

<b>Dialogues</b>	<b>Phrases</b>
a) <b>Mark:</b> Peter, .....3..... to Kate Foster. Kate, this is Peter Green. Peter, this is Kate Foster. <b>Kate:</b> Hello. .... <b>Peter:</b> Pleased to meet you too.	<b>1 ...it is very nice meeting you.</b> <b>2 Good to see you again.</b>
b) <b>Mr Shaw:</b> Excuse me, are you Mrs Price? <b>Mrs Price:</b> Yes, that's right. <b>Mr Shaw:</b> ..... I'm Robert Shaw. <b>Mrs Price:</b> How do you do? <b>Mr Shaw:</b> .....	<b>3 ...let me introduce you...</b> <b>4 Pleased to meet you.</b>

<p>c) <b>Joe:</b> Hello, Bob. How are things?  <b>Bob:</b> Fine, thanks, Joe. ....  <b>Joe:</b> Nice to see you too. How's the family?  <b>Bob:</b> They are all very well. .... ?  <b>Joe:</b> Oh, not too bad, but very busy.</p>	<p><i>5 I look forward to seeing you in Paris.</i>  <i>6 How do you do?</i></p>
<p>d) <b>Julie:</b> I'm afraid I must go now.  <b>Harry:</b> Well, .....  <b>Julie:</b> I really enjoy meeting you, too.  <b>Harry:</b> .....  <b>Julie:</b> I do, too. See you soon.</p>	<p><i>7 May I introduce myself?</i>  <i>8 How is life?</i></p>

**Exercise 12. You will hear four conversations in which people are meeting and being introduced to each other. Listen to what they say and fill in the gaps. Perform the dialogues with your partner.**

*Dialogue I: Jack Hopkins introduces Ann Carter to his old friend Derek.*

**Jack:** Derek! \_\_\_\_\_ How are things?  
**Derek:** Oh, hello, Jack. Fine, thanks - very busy - lots of work as always.  
**Jack:** Ann, can I \_\_\_\_\_ a good friend of mine? \_\_\_\_\_ Derek Slater.  
**Ann:** How do you do?  
**Derek:** \_\_\_\_\_ .

*Dialogue II: Alex Green, a new employee, meets Bernard Grey.*

**Alex:** I'd just like to \_\_\_\_\_. My name is Alex Green and I'm the new export sales coordinator.  
**Bernard:** Oh, yes. I've heard of you. How \_\_\_\_\_? I'm Bernard Grey. \_\_\_\_\_.

*Dialogue III: Claire Bell, a manager from Canada, is visiting the office in London.*

**Chris:** Mrs Brown, I'd \_\_\_\_\_ Mrs Bell. Mrs Bell is from our Sales office in Toronto.  
**Claire:** Hi  
**Mrs Brown:** \_\_\_\_\_, Mrs Bell. I've been \_\_\_\_\_ to meeting you.  
**Claire:** Oh, please \_\_\_\_\_ Claire.  
**Mrs Brown:** And I'm Jane.  
**Claire:** \_\_\_\_\_

*Dialogue IV: Miss Marcos, a visitor from Argentina, is introduced to Mr Olimov.*

**Mrs Green:** Mr Olimov, \_\_\_\_\_ Miss Marcos? She is from Argentina.  
**Mr Olimov:** Yes, I think we've met before. It's \_\_\_\_\_ !  
**Miss Marcos:** That's right, hello again.

**Exercise 13. Read text 3. Keep in mind the rules you should follow while shaking hands.**

**3. Shaking Hands**

A handshake in many countries is a widely accepted gesture. It usually leaves a very definite and often lasting impression. Usually, people in Britain only shake hands when they meet for the first time, or when they meet again after a long time.

***The proper shake:***

- Comes with eye contact.
- Is firm but painless.
- Lasts about three seconds.
- Starts and stops crisply.
- Doesn't continue through the entire introduction.

***Shake hands when:***

- Someone offers his/her hand to you.
- First greeting someone.
- Greeting guests.
- Greeting your host/hostess.
- Renewing an acquaintance.
- Saying good-bye.

Begin with your fingers together and your thumb up.

Shake hands with a firm but not crushing grip.

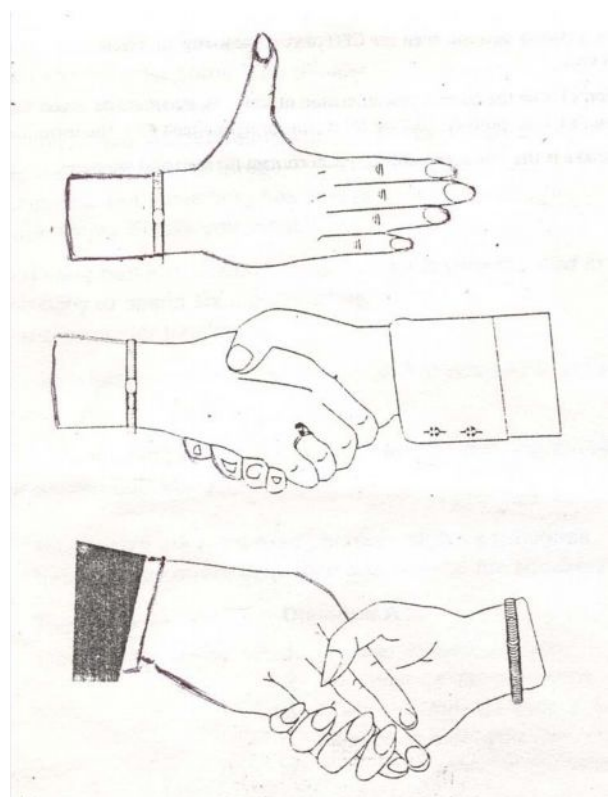
Never offer only your fingertips, causing a weak limp handshake.

**Tips to remember:**

- Keep your drink in your left hand to avoid someone a wet, cold handshake.
- Don't rock or sway. Handshaking is not a tango.

Life is made up not of great sacrifices or duties, but of little things, in which smiles and kindness are what win and preserve the heart and secure comfort.

And don't forget that when you are smiling the whole world smiles with you!





**Exercise 14. Answer the questions. Discuss your answer with the partner.**

- 1 What is a handshake?
- 2 Does a handshake come with eye contact?
- 3 How long does a handshake last?
- 4 Do you think it is polite (a good habit) to shake hands through the entire introduction?
- 5 On what occasions should a person shake hands in the UK?
- 6 Are these recommendations widely accepted in your country?
- 7 If these recommendations are not accepted in your country, what do they differ in?
- 8 Why are smiles and kindness very important while shaking hands?

**Exercise 15. Read the following and decide if it is right or wrong. Tick in the spaces provided. Give your reasons and say what a person should do.**

<u>Situations</u>	<b>Right</b>	<b>Wrong</b>
1 Mr Tursunov is invited to the party. Practically, he knows nobody. Mr Tursunov is first introduced to the Chief Executive Officer of the company. They shake hands firmly and crisply.	...	...
2 Then he is introduced to the sales manager of the company. Mr Tursunov shakes hands through the entire introduction.	...	...
3 Mr Alimov (the host) introduces Mr Tursunov to his wife Shoira. Mr Tursunov offers his hand first.	...	...
4 Mr Alimov's friend joins the group with a glass of wine in his right hand. He wants to be introduced too.	...	...
5 Mr Tursunov greets other guests with a handshake offering only his fingertips.	...	...
6 Mr Tursunov and Mr Grey have known each other since last autumn. They shook hands with a smile.	...	...
7 Mr Tursunov leaves the party saying good-bye to everybody.	...	...

**III. Between the line activities**

**Exercise 16. Listen to the short dialogues and tick the required answers.**

**Discuss your answers in the group.**

<b>Dialogues</b>	<b>Formal</b>	<b>Informal</b>
<i>Dialogue 1</i>		
<i>Dialogue 2</i>		
<i>Dialogue 3</i>		
<i>Dialogue 4</i>		
<i>Dialogue 5</i>		

**Exercise 17. Complete the introductions. Discuss your choice in the group.**

1 *Michael King introduces himself to Jim Simpson:*

**Michael King:** Hello, \_\_\_\_\_. My name is Michael King.

**Jim Simpson:** \_\_\_\_\_. I'm Jim Simpson.

2 *Philip introduces Sarah to James:*

**Sarah:** Philip, I don't know anyone here. You will have \_\_\_\_\_.

**Philip:** Of course, I'll \_\_\_\_\_ to James. He's an old friend of mine.  
James, \_\_\_\_\_ Sarah, she's just joined the company.

**James:** \_\_\_\_\_, Sarah. \_\_\_\_\_ come from?

3 *Rod Burton introduces Peter Taylor to an important customer:*

**Pete:** Rod, \_\_\_\_\_ met Mrs Rodgers, the Purchasing Manager  
from New York.

**Rod:** I'm sorry. Come and meet her. Mrs Rodgers let \_\_\_\_\_  
Pete Taylor, our Export Sales Manager.

**Mrs Rodgers:** (Very) nice to meet \_\_\_\_\_. What country \_\_\_\_\_?

4 *Klaus Fisher introduces himself to an American visitor:*

**Klaus Fisher:** How \_\_\_\_\_? My \_\_\_\_\_.

**American:** Pleased/nice to \_\_\_\_\_ . \_\_\_\_\_ Brenda Cole.

**Exercise 18. Decide how you would greet people in the following five situations.**

**Match the greeting on the right with the situation on the left:**

Situation	No	Greeting
1 You have been in correspondence with someone for some time. Finally you meet face to face.	..a..	<b>a</b> It's nice to put a face to a name.
2 You have had appointments with this person on two or three occasions, but something has always gone wrong. Finally you meet.	...	<b>b</b> We were very pleased to have you with us.
3 Someone has just arrived in your company to spend six months doing some computer training.	...	<b>c</b> I'm very pleased to welcome you all here.
4 A trade delegation from Japan is visiting your company.	...	<b>d</b> I'm pleased to meet you.
5 You are meeting your counterpart in another subsidiary.	...	<b>e</b> It's very nice to meet you at last.

**Exercise 19. Read the dialogues and reproduce them with your partner.**

**1**

**A:** I've come to say good-bye.  
**B:** When are you off?\*

**A:** I'm flying home on Sunday.  
**B:** Good-bye then, and all the very best.  
**A:** Cheerio. Say good-bye to the rest of the family for me, won't you?

**2**

**A:** I'd like to say good-bye to you all.  
**B:** What time are you going?  
**A:** My train leaves at 7.25.  
**B:** Well, good-bye and have a good journey.  
**A:** Good-bye. Remember to look me up \*\* if ever you're in Rome.

\* *to be off – to be going*

\*\* *to look somebody up – to come to see somebody*

**3**

**A:** I'm ringing to say good-bye.  
**B:** When are you leaving?  
**A:** I'm catching the 11.35 boat.  
**B:** Cheerio then, and don't forget to keep in touch.  
**A:** Good-bye, and thanks for everything.

**4**

**A:** I've just called in to say good-bye.  
**B:** What time are you leaving?  
**A:** I'm going to try to get away by ten.  
**B:** Good-bye then, and remember me to your parents.  
**A:** Good-bye. See you next year.

**Exercise 20. Drills to the dialogues: Finish and reproduce the following dialogues as in the example.**

**Example:** *A: Remember me to your parents, won't you?*

*B: Yes, I'll give them your regards as soon as I get back.*

1 A: ...David...?	2 A: ... children...?
B: ...	B: ...
3 A: ...your mother ...?	4 A: ... your father ...?
B: ...	B: ...

**Example:** *A: I probably won't be seeing Sally again.*

*B: Never mind. I'll say good-bye to her for you.*

1 A: They... Mrs Dilworth ...	2 A: Joe ... Brenda...
B: ...	B: ...
3 A: We...the children...	4 A: Mare...Dick...
B: ...	B: ...

## IV. Beyond the line activities

**Exercise 21. Read the situations on the left. Match them with an appropriate reply on the right:**

Situations	№	Replies
1 You're at a party. It's late and you want to leave.	<i>d</i>	a) I really must be going, John. I've got another appointment now.
2 Your business meeting has just finished. You have a train to catch.	...	b) Thanks for the lift, Sue. I must be off or I'll miss my plane.
3 You've had lunch with a visitor. You have to meet another person in fifteen minutes.	...	c) Well, I really must leave now. I've got to get to the station.
4 A friend is talking to you while driving you to the airport. You're afraid you'll miss your flight.	...	d) I must be going. I've got to start tomorrow.

**Exercise 22. Supply the correct prepositions.**

- 1 Could you introduce me ..... your Export Sales Manager?
- 2 How do you do? – Nice to have you ..... us.
- 3 Are you Mrs Smith, ... any chance?
- 4 I'm Head ... the Protocol Department here. You're ... the Personnel Department, aren't you?
- 5 The proper handshake comes ... eye contact.
- 6 As you make an introduction, include a brief bit ... information ... those being introduced.
- 7 Meet Mr Sultanov, our chief executive officer. He is ... Samarkand.
- 8 "How do you do?" is the best way to respond ... a formal introduction.
- 9 Everyone should stand ... when being introduced.
- 10 Sometimes a title is all the information you need to give ... a person.
- 11 When making introductions, mention the name ... the most important person first.
- 12 - I probably won't be seeing Kate again.  
- Never mind. I'll say good-bye ... her ... you.

**Exercise 23. What will you say in the following situations? Write down the exact words you would use:**

- 1 The customer service manager, Mrs Hudson, doesn't know Linda Morris, the new export clerk. \_\_\_\_\_
- 2 Your boss says to you: "This is Tony Watson. He's visiting us from Canada." \_\_\_\_\_
- 3 Tony Watson says: "Hi, I think you know one of my colleagues, Ann Scott" \_\_\_\_\_
- 4 You've been introduced to someone by name, but later in the conversation you can't remember the person's name. \_\_\_\_\_
- 5 You enter an office full of strangers one morning. Someone asks if they can help you. \_\_\_
- 6 A visitor arrives after travelling a long distance to see you. \_\_\_\_\_
- 7 It's time for you to leave. You look at your watch and realize that it's later than you thought. \_\_\_\_\_
- 8 You have just finished a meeting with your boss. You want to leave now to meet a visitor at the airport. \_\_\_\_\_

- 9 You are talking to a friend at the platform. Your train is coming into the station. \_\_\_\_\_
- 10 You are talking to someone you have just met at the conference. Close the conversation politely. \_\_\_\_\_

**Exercise 24. Nowadays people from different countries come into contact on various occasions (business matters, travelling, training abroad...). It is very important to know the names of countries. What do we call someone who comes from each of these countries? Work in pairs.**

*Example: If he comes from Scotland he's a Scotsman.  
If they come from Italy they're Italians.  
If she comes from Ireland she's an Irishwoman.  
If he comes from Pakistan he's Pakistani.*

Australia Canada Holland India Norway Sweden Spain  
Brazil France Hungary New Zealand Saudi Arabia the USA Finland

**Exercise 25. Perform the following. Discuss in the group.**

- *If someone comes from another country, what differences do you expect in their behaviour, manners, eating habits, etc.? Think of some examples.*
- *Which nationalities are most different from your own? Give your reasons.*

**Exercise 26. a) As you get to know someone better it is useful to find out what your common interests are. Then you can have a social conversation. Which of these topics do people often talk when they meet for the first time? Tick opposite your choice. Discuss it in the group.**

- |               |                       |                                     |                       |
|---------------|-----------------------|-------------------------------------|-----------------------|
| 1 the journey | <input type="radio"/> | 6 the town/place they are in (from) | <input type="radio"/> |
| 2 the weather | <input type="radio"/> | 7 other towns / cities / countries  | <input type="radio"/> |
| 3 sport       | <input type="radio"/> | 8 their salaries                    | <input type="radio"/> |
| 4 their jobs  | <input type="radio"/> | 9 politics                          | <input type="radio"/> |
| 5 holidays    | <input type="radio"/> | 10 work/jobs in general             | <input type="radio"/> |

**b) Listen to the dialogues and notice how the 'small talk' (social conversation) develops. What topics did people touch? Write down the topics given in the previous exercise in the spaces provided. Remember, there could be more than one choice.**

- |         |         |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ |         |

**Exercise 27. Which of the following do you think are important for making a good conversation? Discuss your choice in the group. Add some suggestions.**

*To be good at conversation you need to:*

- |                                   |  |
|-----------------------------------|--|
| 1 listen carefully                | 5 answer questions and add extra information |
| 2 give only 'yes' or 'no' answers | 6 only ask questions if you are the host     |
| 3 show interest and ask questions | 7 _____                                      |
| 4 both listen and talk            | 8 _____                                      |

**Exercise 28. Match the answers in the right column with the questions in the left. There could be more than one answer.**

<i>Questions</i>	<b>№</b>	<b>Answers</b>
1 What do you think of York?	...	a) No, it's my first visit.
2 How do you find the people?	...	b) I live the old streets.
3 Have you been here before?	...	c) Yes, I have, it's wonderful.
4 Have you visited the art gallery?	...	d) It's a lovely place.
5 What do you like best?	...	e) I'd like to see the country.
6 What do you think of the restaurants?	...	f) They're OK - a bit traditional.
7 What are your plans?	...	g) They're very friendly.

**Exercise 29. Role Play:**

**a) Walk around and introduce yourself to other people in the group.**

- b) Introduce the other two to each other.
- c) Ask to be introduced.
- d) Greet someone you know.
- e) Practice introducing people and saying good-bye.

**f) You are at a conference. Some of the people there are your friends and some are strangers. You each have a business card to identify yourself. Talk to as many people as possible in the next five minutes. Make sure you cover the following points:**

- 1. introduce yourself,
- 2. greet the person,
- 3. start a conversation,
- 4. close the conversation,
- 5. introduce the stranger to your colleague if possible.**

**g) Work in pairs. Use the following business cards. If any information is missing, you may invent it.**

*NTT*

INTERNATIONAL CORPORATION  
HIDEAKI KAMITSUMA  
*President and Executive Officer*

**Domestic tel.: (03) 5966-9001**  
**International tel.: +81 3 5956-90001**

**E-mail: [kamituma@gmgvL.ntti.co](mailto:kamituma@gmgvL.ntti.co).**

Higashi-Icabukura 3-16-3, .....,  
Japan

**THE BANKING ASSOCIATION OF  
THE REPUBLIC OF UZBEKISTAN**  
**ALIM B. RASULOV**  
*Chairman of the Board*

**Office: 1, A. Khadjaev street,  
Tashkent 700027, Uzbekistan**

**Tel.: (+998-71) 144-50-08:**  
**Fax: ..... ; E-mail .....**

**ICO**  
**Global Communications**  
**PAT M. SLATER**  
*Vice President*  
*Business Development & External Relations*  
 1, Queen Caroline Street  
 London W6, .....  
 Tel.: +44 181 600 1020

**ALDISCON**  
**Telecommunications Software System**  
**CALVIN C. S. LIM**  
 .....  
 Aldiscon Asia Pacific  
 Tel.: (=60) .....  
 Suite 25B  
 E-mail: .....  
 50, Kuala Lumpur, Malaysia

**COSMOTEC ENTERPRISES LTD**  
**KENNY W. CAGE**  
*Sales Manager*  
*Instrument Department*  
 28, Woodlands Loop #102,  
 Singapore 738308  
 Tel.: (65) 755 11 123

**PHARMED**  
**Pharmaceutical Co.**  
**Dr Shoira Islamova**  
*Managing Director*  
 Address: 25, Navoi Street, Tashkent  
 Tel.: 244-35-66  
 E-mail: [pharmed@sh.uz](mailto:pharmed@sh.uz)

**Unit II. COMMUNICATING BY PHONE**

**I. Focusing activities**

**Exercise 1. Discuss in the group how people communicate.**

1. Two persons are at a big distance from each other. How could they communicate?
2. What can you do to establish the relationship with a stranger more quickly?
3. What do you enjoy about using the phone?
4. What do you dislike about making phone calls?

**II. On the line activities**

**Exercise 2. (a) Read the text.**

**Telephone tips**

Electronics-based technology has given us instant connections and clearer conversations over the telephone. Nowadays people use telephones to do their banking, to rent videos or other electric appliances and to buy things. People also send letters through phone lines by fax. But you don't need to be at home or at the office to use the telephone any more. Mobile phones are widely used everywhere. In fact they are very comfortable: you can carry them in your pocket or keep in your car. You don't have to look for a phone booth or use coins to make a call.

Actually, a good telephone manner makes an impression in business. Making a business call is not easy. Making a phone call to a stranger who speaks English better than you can be rather stressful. It is better to get ready for an important call in a foreign language beforehand. You should make notes while getting ready for a call and while talking to help remember what your partner said.

To avoid misunderstanding when speaking on the phone it is good to repeat any important information (numbers, names, dates) to make sure you've got it right. If it is necessary, ask to spell names and addresses.

It is really important to sound interested and helpful when you answer the phone. Most phone calls follow certain pattern:

opening greeting → warming up → giving the message → rounding off → closing greeting

Note: *warminh up phrases* – I'd like to speak to .....

Can I speak to .....

How are you?

*rounding off phrases* - Thanks for your help

Fine/Great/OK . . . . .

I look forward to .....

Thank you for calling.

**Tip** Bear in mind the following expressions:

Right	Wrong
729004	<b>not</b> Here is 729004 or This is 729004
This is Olim	<b>not</b> Here is Olim or I'm Olim
Can I speak <b>to</b> Mr.Brown, please?	<b>not</b> speak with ..

### Tips to remember

*While speaking on the phone you shouldn't ignore the following rules:*

- 1 The caller initiates (manages) the conversation.
- 2 Try to speak slowly and clearly.
- 3 Always confirm that you have (or have not) understood what is said.
- 4 Be polite and agreeable.
- 5 Be brief.
- 6 Don't interrupt the person you are speaking to.
- 7 Sound efficient, as the person you are speaking to is getting an impression of you and your company.
- 8 Be sure the information you are giving is correct.
- 9 Listen carefully to what the other person is saying.
- 10 Plan your call beforehand.
- 11 Make notes of important details.

### Exercise 2. (b) Tick opposite the activities that you think are important when you speak on the phone. Discuss your choice in the group.

<i>speaking clearly</i>	...	<i>being brief</i>	...
<i>being polite</i>	...	<i>being informative</i>	...
<i>sound efficient</i>	...	<i>being friendly</i>	...
<i>speaking loudly</i>	...	<i>using gestures</i>	...

### Exercise 3. Tick which one sounds friendly and polite and which one doesn't.

- 1 😊☹️ What's your name?  
Sorry, could I have your name, please?
- 2 😊☹️ Who do you want to speak to?  
Who would you like to speak to?
- 3 😊☹️ He is in a meeting.  
I'm afraid he is in a meeting.
- 4 😊☹️ He is talking to someone.  
One moment. He is just talking to someone.
- 5 😊☹️ Do you want to wait?  
Would you like to hold on?
- 6 😊☹️ What is it about?  
Can I ask what it is about?



- 7 😊😞 Who is calling?  
Can I ask who is calling?
- 8 😊😞 Wait! I need to find a pen.  
Sorry, I'm just looking for a pen.

**Exercise 4. Discuss good telephone manners and rules with your partner.**

**Exercise 5. Study instructions "Telephone numbers":**

<b>Say numbers separately</b>	For 22 say <i>double 2</i> For 777 say <i>seven, double seven</i>
<b>Say <i>one ...three ... nine...</i></b>	For 225 963 Ext 143, say: double two... five...nine...six...three extension one...four...three.
<b>Pause between groups.</b>	
<b>Say 132...60...50</b>	For 0998-225963 say: the <i>area code</i> is 0998 and the <i>number</i> is 225963
<b>Say 8...10...998</b>	
Say <i>oh</i> for 0. It is better than zero or naught.	

**Exercise 6. Match the rules you would follow while speaking on the phone in the situation below.**

Situations	Tips
1 You've got a lot of information to deliver.	
2 You are going to make an important call.	
3 You have a very extended message.	
4 You don't understand what is said.	
5 You'd like to make a good impression on the person you are speaking to.	
6 You give important information on the phone and want to be sure the listener completely understands you.	
7 There are a lot of details in the message you are receiving.	
8 The person who is leaving a message is not sure you've got it right.	
9 You're tired and you have to answer the phone at the very end of your working day.	
10 The person you are addressing speaks very poor English.	

**Exercise 7. Fill in the missing information in the dialogue.**

- Man:** Good morning, ..... Can I help you?
- Woman:** Good morning. Could you put me through to Rustam Olimov's office?
- Man:** Who's calling please?
- Woman:** This is Jane Roberts from Caterpillar.
- Man:** Can you spell your name, please?
- Woman:** Of course. That's .....
- Man:** And what's the company's name again, please?
- Woman:** It's ..... Caterpillar.
- Man:** Thank you Ms Roberts. I'll see if Rustam Olimov is available...  
Ms Roberts, are you there? I'm connecting you.
- Woman:** Thank you.

**Exercise 8. Study instructions “Taking an address”.**

*The following is important to know while spelling an address on the phone*

- 1 . full stop (or stop)
- 2 - hyphen
- 3 — dash
- 4 / stroke (Br), slash (Am)
- 5 DAEWOO - in capitals (or capital D, capital A, capital E, etc.)
- 6 abc - small letters
- 7 PVa - capital P, capital V, small a
- 8 new word
- 9 new line
- 10 postcode (Br)= zip-code (Am)

**Spelling guide: The common words used when spelling names on the phone.**

<i>A-Apple</i>	<i>F-Freddy</i>	<i>K-Kate</i>	<i>P-Peter</i>	<i>U-Uncle</i>	<i>Z - Zoo</i>
<i>B-Ben</i>	<i>G-George</i>	<i>L-London</i>	<i>Q-Queen</i>	<i>V-Victor</i>	
<i>C-Charley</i>	<i>H-Harry</i>	<i>M-Mother</i>	<i>R-Roger</i>	<i>W-Warm</i>	
<i>D-Donald</i>	<i>I-India</i>	<i>N-Nicolas</i>	<i>S-Sugar</i>	<i>X- X-ray</i>	
<i>E-England</i>	<i>J-Jane</i>	<i>O-Orange</i>	<i>T-Tommy</i>	<i>Y-Yes</i>	

**Exercise 9. Read and keep in mind the following prepositions of time and the phrases they are used with.**

<b>Prepositions</b>	<i>Phrases</i>
<b>By</b>	... Tuesday; ... 21st November; ... next week (... month, ... year); ... the end of the year (... day, ... week)
<b>In</b>	... June (... March, ....); ... summer (... winter); ... the morning .... the evening, ..... the afternoon
<b>At</b>	... 9 o'clock; ... the weekend; ... night; ... noon; ... midday, ... lunch, ... Christmas (Easter)
<b>On</b>	... Monday; ... the 18 <sup>th</sup> of March; ... New Year's Day (... Christmas Day, ... Independence Day)
<b>until</b>	... Wednesday; ... the 12 <sup>th</sup> of March); ... next month (... week); ...1995 (...2003, ...); ... the morning (...the afternoon, ...); ... midnight; ... Christmas (Easter, vacation)
<b>from ... till ...</b>	from Monday till Tuesday; from the 10th till the 24th of March; from morning till afternoon
<b>Between</b>	... 10 and 12 o'clock

**Exercise 10. When did the meeting take place? Fill in the time with the correct preposition.**

- 1 It was ..... (2<sup>nd</sup> September)
- 2 It was ..... (9.30 a.m.)
- 3 It was ..... (Thursday).
- 4 It was ..... (lunch)
- 5 It was ..... (October 22 and 25)
- 6 It was ..... (13 till 14 November).
- 7 It was ..... 23 ..... 27 April.
- 8 Yesterday it took place ..... 12.00.

**Exercise 11. Listen and write.**

**a) Listen to the tape and correct these numbers**

1 031 456 9567 ..... 3 69 60 51 333 .....  
 2 22 31 49 02 ..... 4 236 02 84 .....

**b) Listen to the tape and fill in the numbers.**

**Office Directory**

Alisher Rasulov .....	Nigora Saidova .....	Philip Bunter .....
Rustam Olimov .....	Rano Azizova .....	Samantha Smith .....
Aziz Fayziyev .....	George Brown .....	Bill Robertson .....
		Roger Clinton .....

**c) Listen to the telephone operator and write the telephone numbers.**

Area codes of some cities in Uzbekistan

Tashkent .....	Khiva .....
Samarkand .....	Namangan .....
Bukhara .....	Fergana .....
	Andijan .....

**Exercise 12. Read and keep in mind the following prepositions of place and the phrases they are used with.**

Prepositions	Phrases
<b>at</b>	... work; ... home; ... a conference; ... a meeting; ... the airport; ... the station; ... the restaurant; ... the office.
<b>In</b>	... the USA, Spain, London; ... hospital; ... the office (inside); ... a meeting
<b>On</b>	... a special project; ... a business trip; ... holiday; ... vacation; ... a mission

**Note:** After the verbs of movement, use to with all places except home – He rides **to** the office. I flew **to** Belgium. They're going **to** the club.  
**But** - We went home.

**Exercise 13. Where's Mr Rustamov? Fill in the correct prepositions:**

- |                               |                              |                             |
|-------------------------------|------------------------------|-----------------------------|
| 1 He's ..... work.            | 5 He's ..... the restaurant. | 9 He's ..... New York.      |
| 2 He's ..... lunch.           | 6 He's ..... a mission.      | 10 He's ..... vacation.     |
| 3 He's ..... a business trip. | 7 He's ..... holiday.        | 11 He's ..... a conference. |
| 4 He's ..... an office.       | 8 He's ..... a meeting.      | 12 He's ..... Tashkent.     |

**Exercise 14. Fill in the prepositions where necessary..**

1 \_\_\_ Thursday morning; 2 \_\_\_ Monday; 3 \_\_\_ a week; 4 \_\_\_ 3<sup>rd</sup> April; 5 \_\_\_ work; 6 \_\_\_ the morning; 7 \_\_\_ the evening; 8 \_\_\_ noon; 9 \_\_\_ night; 10 \_\_\_ 9 o'clock; 11 \_\_\_ three days; 12 \_\_\_ a conference; 13 \_\_\_ home; 14 \_\_\_ lunch; 15 \_\_\_ the phone; 16 \_\_\_ the line; 17 \_\_\_ another line; 18 \_\_\_ holiday; 19 \_\_\_ a business trip; 20 \_\_\_ a special project; 21 \_\_\_ business; 22 \_\_\_ a hospital; 23 \_\_\_ / \_\_\_ a meeting; 24 \_\_\_ 11 a.m. \_\_\_ 7 p.m.; 25 \_\_\_ / \_\_\_ the office; 26 the code \_\_\_ Tashkent; 27 \_\_\_ / \_\_\_ / \_\_\_ Uzbekistan; 28 \_\_\_ the airport; 29 \_\_\_ the tone; 30 \_\_\_ last week; 31 \_\_\_ next month.

**Exercise 15. Supply the correct prepositions if necessary.**

- 1 Please ask Mr Rustamov to meet me ..... Samarkand Station ..... 2nd June ..... 10 o'clock.
- 2 Farruh is ..... Bukhara ..... a business trip ..... the textile factory this week.
- 3 Our phone rings more ..... the morning than ..... the afternoon and never ..... the evening.
- 4 You'll find me ..... my office or ..... the restaurant (at dinner time) ..... Tuesday when you arrive.
- 5 The company will be closed ..... April and ..... Easter but it will be open ..... Christmas.
- 6 He's coming ..... London ..... Saturday and staying ..... Tuesday.
- 7 Please, finish this project ..... the end of the month.
- 8 Mr Baxter's accountant is going ..... the bank before she goes ..... home

**III. Between the line activities**

**Exercise 16 (a) Read the dialogue.**

**Receptionist:** Good morning. Oil Service Consulting. Can I help you?  
**Ravshan Kamilov:** Good morning. Could I speak to, Alice Wilson, please?  
**Receptionist:** Can I ask who is calling, please?  
**Ravshan Kamilov:** This is Ravshan Kamilov from City Council.  
**Receptionist:** Hold the line, I'll see if she is in. .... Mr Kamilov, I'm afraid she's busy at the moment. Would you like to speak to her assistant?  
**Ravshan Kamilov:** No, thank you.  
**Receptionist:** Can I take a message, then?  
**Ravshan Kamilov:** Could you tell her to call me back later?  
**Receptionist:** Can I have your phone number, please?  
**Ravshan Kamilov:** Sure. It's 239 77 73. She can also contact me on my mobile – 184 44 00.  
**Receptionist:** Thank you Mr Kamilov, I'll give her your message.  
**Ravshan Kamilov:** Thank you. Good-bye.

**(b) Sit back to back and reproduce the dialogue with your partner.**

**Exercise 17. (a) Construct the dialogue using the notes below. Work in pairs.**

<b>Receptionist</b>	<b>Caller</b>
<i>Answer the phone</i>	<i>Ask to speak to Sarah Lee.</i>
<i>Ask who's calling</i>	<i>Give your name and company.</i>
<i>Ask caller to hold the line.</i>	<i>Offer to take a message.</i>
<i>Say she's at the meeting.</i>	<i>Give the message.</i>
<i>Repeat the message.</i>	<i>Rounding off.</i>
<i>Rounding off.</i>	<i>Closing greeting.</i>
<i>Closing greeting</i>	

*(b) Sit back to back and reproduce the dialogue with your colleague.*

**Exercise 18. Read the dialogue to answer the questions.**

- 1 Why did Mr. Baxter call?
- 2 Why could not he speak to Mrs. Aminova?
- 3 How did the secretary solve the problem?

**Operator:** 244 56 78.

**Geoffrey Baxter:** May I have extension 276, please?

**Operator:** Will you hold on? ..... Are you there? I'm trying to connect you.

**Geoffrey Baxter:** Thank you.

**Secretary:** Extension 276. How can I help you?

**Geoffrey Baxter:** Can I speak to Lola Aminova, please?

**Secretary:** I'm afraid she is out at the moment. This is her secretary speaking. What can I do for you?

**Geoffrey Baxter:** Well, My name is Geoffrey Baxter. I'd like to make an appointment to see Mrs Aminova.

**Secretary:** Sorry, could you repeat that? The line is bad.

**Geoffrey Baxter:** Well, My name is Geoffrey Baxter. I'd like to make an appointment to see Mrs Aminova.

**Secretary:** Sorry, but she is on business. When would you like to come?

**Geoffrey Baxter:** When is Mrs Aminova coming back?

**Secretary:** She'll be back on Monday. Can you come next Tuesday at 10.00?

**Geoffrey Baxter:** That's fine. Good-bye.

**Secretary:** Good-bye, Mr Baxter.

**Exercise 19. Keep in mind the following expressions that are commonly used while speaking on the phone.**

**Incoming calls (you receive a call)**

<b>Situations</b>	<b>Phrases</b>
Identifying your company	<b>Compact Systems. Good morning/ afternoon. DAEWOO Electronics</b>
Identifying yourself when you pick up the phone	Mary Hopkins. Speaking. Private exchange. Mary Hopkins speaking. This is a private residence.
<b>Helping the caller</b>	Can I help you? Would you like to speak to ...? Which department is he/she in?
<b>Asking the caller's identification</b>	Who's speaking please? Can I ask who is speaking, please? Who's calling please? Can I ask who's calling, please? Which company are you from?
<b>Asking for further information</b>	Can I ask what it is about? What's it in connection with, please? What's the problem?
<b>Connecting the caller</b>	Just a minute (moment/second), please. Are you there? (Can you hear me?) Can you hold on, please? (Don't drop the receiver, please.) Go ahead. (Please, speak.) Hold on (Hold the line, please.). I'll put you through. (I'm connecting you./I'm putting you through now./I'll get you through.) I'm putting Mr Alimov on the line. (I am giving the receiver to ...../Hold the line, please. I'm connecting you now.)
Explaining that someone is not available	There's no reply (answer) on his/her number. I'm afraid, ..... is not available this morning (afternoon). I'm afraid ..... is out at the moment. Are you there? I'm sorry, but .... is on holiday (in a meeting) at the moment. I'm sorry, but .... is on the other line at present. I'm afraid his/her line's engaged (busy). Do you want to hold? I can't connect you (get through/put you through).
<b>Alternative actions</b>	Could you call back later? Would you like to leave a message? Any message? Can I take a message? I'll get him/her.
<b>Responding to thanks</b>	Not at all. You're welcome. My pleasure.
<b>Ending the call</b>	I look forward to seeing (hearing from/meeting) you. Thank you for calling. Good-bye.

**Exercise 20. Keep in mind the following expressions that are commonly used while speaking on the phone.**

**Outgoing calls (you make a call)**

Situations	Phrases
Identifying yourself	My name is ..... (first introduction); This is <i>Rustam Alimov</i> speaking/calling from Uzdunrobita.
Asking to speak to someone	Could/can I speak to . . . , please?; Could you put me through to . . . , please?; Could you have extension 4356, please? Could I have extension . . . 143 or 173, please?; I'd like to speak to . . . , please.
Giving further information	It's in connection with . . . . . ; It's about . . . . . ; It's concerning . . . . .
Explaining the purpose of call	I'm calling to ask about . . . . . I'm phoning to let you know/to explain/to give you information. I'm calling to tell you about . . . . . I am just calling to say (warn you, inform you) . . . . .
Showing Understanding	I see. Exactly. Definitely. I understand. OK. That's clear.
Getting information	When will she/he be back? Oh dear! Will he be back? What time will he be free/available? What is a good time to call?
Leaving a message	Could you give . . . . . a message ? Can I leave a message, please? Could you tell him/her I called? It's Mr Alimov. Has he/she left any message? Could you ask . . . . . to call me back? Please tell him I called. (Don't forget to identify yourself!) Could you tell . . . . .? I'll call back later. Could you just . . . . .? No, that's all right.
Thanking	Well, thank you very much for your help. Thanks for your help. Well, thanks for the information. I'm very grateful for your assistance.
Ending the call	I look forward to seeing/meeting you. / I'm looking forward to hearing from you. Good-bye./Bye.
A bad line	There's no reply on this number. Sorry, the line is bad/it's a bad line. Could you speak up, please? I can't connect .... (get through, put you through)

When you can't hear	Sorry?/Pardon?/ I can't hear you, the line is very bad. Please, speak up (speak more loudly). Could you repeat that? <b>Could you please ring (call) back? It's a bad line.</b>
When you don't understand	I'm sorry but I don't understand. I don't speak English very well. Sorry, but I still don't understand. Please speak more slowly. Could you say (repeat), that again, please? You are speaking too quickly (fast).
When you are not sure	Could you repeat (say) that again, please? Could you spell it, please? Please confirm it by fax. Please send a cable /letter/ of confirmation.
The wrong number	<b>Oh, I'm very sorry. I must have the wrong number.</b> I think I've got the wrong number. I'm sorry to have bothered (disturbed, troubled) you. Is that ... ? Oh, isn't that .... ? (say the number you've dialed) Is that extension ... ? (say the number you need) I think you've got the wrong number. Wrong number. There is no one by the name of Rasulov here.

**Exercise 21. Read the statements and choose the most appropriate answer.**

**I**

**1 The day starts with the first telephone call.**

- a) ADC company, good morning!
- b) Hello?
- c) Susan speaking!

**2 This is Mr Grant speaking, could I speak to Mrs Snyder, please?**

- a) I'm afraid she's not in.
- b) You've got the wrong number.
- c) I'm sorry she's on another line.

**3 When can I speak to her?**

- a) She'll be back in a minute.
- b) She's away for a week.
- c) She'll be in this afternoon.

**4 It's urgent.**

- a) Can I take a message?
- b) Can I do anything for you?
- c) Shall I tell her to call you as soon as she comes back?

**5 No, thank you. Is Mr Richardson in by any chance?**

- a) Let me check
- b) He's in a meeting at the moment.
- c) He's just gone out.

**6 When can I reach him then?**

- a) I'll ask his secretary.
- b) I'll see. Can you just hold the line please?
- c) One moment please.

**7 Could you be quick please, I'm calling from a phone box, and my phone card is running out!**

- a) Would you like him to call back?
- b) I'll do my best!
- c) Can I have your number.



**8 Hello? Hello?**

- a) Yes, I'm still here!
- b) I can't find his secretary.
- c) Mr Richardson is going to call you.

**9 Could you ask him to call me back?**

- a) Yes, I'll tell him.
- b) Don't worry, I will.
- c) I'll leave a note on his desk.

**10 By the way, could you give me the number of your head office?**

- a) Yes. You have to dial 132-06-50.
- b) It's 595-01-63.
- c) 69-01-55.

**II**

**1 Susan Strip is calling Mr Green.**

- a) Is that 97-36-20?
- b) Good morning, is Mr Green there, please?
- c) Susan Strip here. Could I speak to Mr Green?

**2 Yes, it is. Can I ask who is calling, please?**

- a) You don't know me. I'm Susan Strip.
- b) Susan Strip.
- c) It's Susan Strip, from ADC Corporation.

**3 Who would you like to speak to?**

- a) I'd like to arrange an appointment with Mr Green
- b) Mr Green's secretary, please.
- c) To Mr Green, if he is in.

**4 Please, hold the line.**

- a) All right.
- b) He is there, isn't he?
- c) Shall I tell her to call you as soon as she comes back?

**5 What is it about, please?**

- a) Could you take a message, please?
- b) I'd like to arrange an appointment.
- c) Mr Grant would like to see him.

**6 Hello? Sorry what were you saying?**

- a) Didn't you tell me Mr Green was in?
- b) I'd like to arrange an appointment.
- c) One moment, please.

**7 When would you like to see him?**

- a) Who makes his appointments then?
- b) Next week if possible.
- c) Can we arrange an appointment on the phone?

**8 What about Wednesday at 12.30?**

- a) It doesn't suit me.
- b) Sorry, I'll be busy at that time.
- c) Wednesday at 12.30 will be all right.

**9 OK, madam, I'll tell Mr Green about your meeting.**

- a) Could you give him a message?
- b) Thank you. Good-bye.
- c) Mr Green will be busy next week.

**Exercise 22. Listen to the conversation between Sarah Lee and Rustam Olimov and tick the statements if they are true or false.**

Statements	True	False
1 Rustam Olimov made a phone call.	...	...
2 He is at work.	....	...
3 Sarah Lee interviewed him yesterday.	...	...
4 She left something in his office by mistake.	...	...
5 She'll pick up the umbrella today.	...	...
6 Rustam was happy to co-operate with Sarah Lee.	...	...

**Exercise 23. Read the conversation and put the lines in the correct order. Put the number of the sentence opposite it.**

	- OK, I'll call back later. Good-bye.
	- The Blueberry Company, can I help you?
	- Could I speak to Robert Hill, please?
	- I'm afraid he's not in at the moment. Can I take a message?
	- Hello.
	- About 3 o'clock.
	- Could I have extension 3565?
	- Yes.
	- No, thank you. I'll call back. When do you expect him back?
	- I'm sorry. The line is busy. Will you hold on?
	The line is free. I can connect you now.
	- Good-bye.

**Exercise 24. Listen to the dialogues and write down the telephone numbers.**

I. **Man:** .....

**Woman:** Let me just check it. ....

II. **Man:** .....

**Woman:** Could you repeat the number, please?

**Man:** .....

III. **Man:** .....

**Woman:** Let me check that, please. ....

IV **Man:** .....

**Woman:** Can you repeat that, please? .....

**Man:** .....

V. **Man:** .....

**Woman:** Let me check that. ....

**Exercise 25. (a) Listen to the dialogue and make necessary notes.**

**You:** 225 963 143. Mr Nelson's office. Good morning.

**Caller:** Good morning. This is Rustam Olimov from the United Nations Regional Office. Can I speak to Jack Nelson, please?

**You:** I'm sorry, Mr Nelson hasn't come yet. Can I take a message?

**Caller:** No, thanks. You see, it's very urgent. It's in connection with our project.

**You:** Well ..... he must be still at home or on his way to the office, I guess.

**Caller:** Could you give me Mr Nelson's home number or mobile, then?

**You:** Yes, of course. Just a minute... It's 94-00- 666. And his mobile number is 186-44-35.

**Caller:** 94-00-666 and 186-44-35.

**You:** That's right.

**Caller:** Thanks for your help.

**You:** My pleasure.

**(b) Sit back to back with a partner and reproduce the whole dialogue.**

**Exercise 26. (a) Listen to the dialogue and complete it by inserting the missing phrases in the spaces provided.**

Mr Slater from New Zealand is phoning Rustam Olimov, his business partner.

**Secretary:** 1326033. Rustam Olimov's office. ....

**Caller:** Can I speak ....., please?

**Secretary:** Let me check. Can you .....?

**Caller:** Sure. ... Hello! It's a bad line. Are you there?

**Secretary:** Sorry, but ..... Can you hear me now?

**Caller:** Yes, exactly.

**Secretary:** ....., but Mr Olimov's in a meeting right now. May .....?

**Caller:** Well, I do need to speak to him. Do you know when .....?

**Secretary:** He should be free later this afternoon.

**Caller:** I see. Well, ..... Mr Slater of Central Trading Company from New Zealand. I wonder if you could have him call me .....

**Secretary:** Certainly. What was your name again, ..... ?

**Caller:** My .....

**Secretary:** And what number are you on, Mr Slater?

**Caller:** My number is ..... The code for New Zealand is .....

**Secretary:** Right. So that's .....  
Mr Olimov can reach you on ..... Is that right?

**Caller:** ..... I'll be in all afternoon.

**Secretary:** Fine, I'll ....., Mr Slater. Good-bye.

**Caller:** Thank you .....

**(b) Listen again and check.**

**Exercise 27. Listen and write down the required notes.**

*Take the message: Rustam Olimov is phoning Sarah Lee at her Seoul office. Listen to the conversation and complete the receptionist's message pad.*

**Message for** .....

**Caller's name** .....

**Company** .....

**Number** .....

**Please call** .....

**Caller will phone back** .....

**Exercise 28. Complete the dialogues.**

Dialogue I

ADC Corporation. Good afternoon!

.....  
Can I help you?

.....  
I'm sorry, but Mr Taylor is in a meeting at the moment. Any message?

.....  
I'll give him your message.

.....  
Not at all. Good-bye.

**Dialogue II**

.....  
This is John Grant speaking. Good afternoon!

.....  
I'd like to speak to Mr Taylor, please.

.....  
I'd like to clarify some terms of the contract. Can I speak to his assistant?

.....  
Can you take a message?

.....  
Could you tell Mr Taylor that I'd like to see him on Thursday?

.....  
Thank you. Good-bye.

**Exercise 29. Role play. Sit back to back with your partner and make an imaginary phone call inviting him/her to meet for a drink or to go to the disco with you. Note how you follow the stages of the call.**

**Exercise 30. Role play. Compose your own dialogues and act them out. Use the notes below.**

*Practice two telephone calls with a partner. Be sure you include all stages of the conversation on the phone. In each call learner A makes the call and learner B receives the call.*

Dialogue 1

Instructions for student A	Instructions for student B
<i>You are Rustam Olimov from Bukhara, Uzbekistan. You met Tim Hard from British Airways when he was in Bukhara. You promised you would call him when you were in Britain. Ring British Airways to speak to Tim.</i>	<i>You are Tim Hard's assistant. Your boss is out on business trip now. Ask the caller's name and phone number. Ask Mr.Olimov to call back.</i>

Dialogue 2

Instructions for student A	Instructions for student B
<i>You ring a business partner whom you know quite well and invite him to take part in the seminar.</i>	<i>Your business partner makes a call and invites you to take part in the seminar in Tashkent. Receive the call. Ask for details.</i>

Dialogue 3

Instructions for student A	Instructions for student B
<i>Your close friend's taking a four-week training course at London Education Centre. Ring him up and make an appointment.</i>	<i>Receive a phone call from your close friend. You are taking a 4-week training course at London Education Centre.</i>

Unit III

TRAVELLING BY AIR

I. Focusing activities

Exercise 1. Answer the questions. Share opinions.

- How do people usually travel?
- What kind of travelling do you prefer?
- What kind of travelling would you choose: by train, by plane, by car, by bus, on board a ship, riding a motorcycle or a bike, hitchhiking, hiking, yachting, boating or walking? Discuss your choice in the group.
- Which class of travel do you usually use when you travel on business by air?

	First Class	Business Class	Economy
Short flight			
Long flight			

- Do you choose specific airlines for travel? Why?
- Do you think travelling by air is the most favourable? Why?
- What sort of problems do passengers sometimes have while travelling?

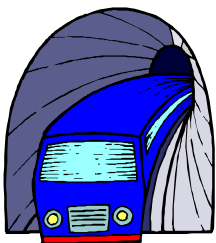
II. On the line activities

Exercise 2. Read the text. While reading find the answers to the following questions.

- What means of travelling are mentioned in the text?
- What is the fastest means of travelling?



## TRAVELLING



Thousands of people nowadays spend their holidays travelling. They travel by train, bus, motorcycle, or in their own car. They go cruising on rivers and seas, in private yachts or comfortable steamers. They hike in forests, visit natural reserves and other places of interest. Visiting nature wonders is called "ecology tourism". Some people prefer hitchhiking on highways. Some go in for mount-climbing or alpine hiking. They enjoy the beauty of snow-covered mountains and glaciers, of sunny valleys and vast forests.

Have you ever flown on board a plane? Travelling by air has some advantages, of course. It is convenient and much quicker. Before you get on board a plane, you have your luggage registered. It is weighed and labelled. You do not take your luggage with you, only a small bag, perhaps. Before the flight, you can watch the planes taking off and landing.



Then you hear your flight announced and after the security check, the passengers are invited to board the plane and take their seats. The flight attendant greets the passengers and shows them to their seats. When the plane takes off, she gives the passengers all the information about the flight, about the speed and the altitude at which the plane will be flying. She asks the passengers to fasten their seat belts and not to smoke when the plane takes off.

During the flight, the passengers do whatever they like. Some of them read, others sleep or chat or, look out, enjoy the beautiful scenes.

Occasionally, the plane sways very gently up and down or from side to side, giving the scene a strangely unreal quality. You watch fascinated. Sometimes you can see land below. It looks like a topographical map. You reach your destination in a few hours and realize all the advantages of travelling by air when the plane lands at the terminal. In fact, the airports themselves are remarkable places.

### Exercise 3. Match the means and the places of travelling with the types of travelling. Discuss your choice in the group.

Travelling types Means & places	Travel by	Cruise on	Cruise in	Hike in	Hitch-hike on	Climb
Car						
Bus						
Motorcycle						
Steamer						
Yacht						
Plane						
Train						
Forests						
Natural reserves						
Mountains						
River						
Sea						
Highways						

**Exercise 4. Answer the questions.**

1. How do we call in other words “visiting nature wonders”?
2. What are the advantages of travelling by air?
3. When do you start to register your luggage: before the flight is announced or after?
4. Are you allowed to take your luggage on board the plane?
5. When is your luggage weighed and labelled?
6. When do the passengers go through the security check – before the luggage is weighed and labelled or after?
7. What activities does the flight attendant perform on board the plane?
8. How do passengers feel when the plane sways up and down?
9. What do the passengers do during the flight?
10. How do we call the place where the planes land and take off?

**Exercise 5 (a). Study the following models.**

**Prefer and would rather**

**a) Prefer to do and prefer doing**

*I prefer (doing) something to (doing) something else.*

*but: I prefer to do something rather than (do) something else.*

*For example: Jack prefers travelling by plane to driving.*

*But: Jack prefers to travel by plane rather than drive.*

**b) Would prefer (to do)**

*- Shall we go out?*

*- I'd prefer to stay at home (not going).*

**c) Would rather (do) = would prefer to do**

*- Shall we go by bus?*

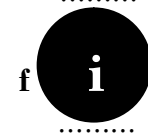
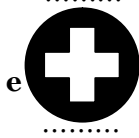
*- Well, I'd rather walk.*

**(b) Put the verbs given in brackets in the required form.**

- 1 I prefer ..... to ..... by train (travel, drive).
- 2 People usually prefer ..... tickets for flights in advance to ..... them right before travel (book, buy).
- 3 He prefers ..... rather than ..... by train (drive, travel).
- 4 I usually prefer ..... a window seat rather than an aisle seat (take).
- 5 - Shall we go by plane?  
- ..... by sea (go).
- 6 - Shall we leave now?  
- ..... for a few minutes (wait).
- 7 I'd prefer ..... rather than ..... (walk, go) by car.
- 8 - What would you recommend me eating on the flight?  
- You'd better..... (eat) sandwiches on the flight.
- 9 I'd rather you ..... (follow) the well-being program on the plane.
- 10 You had better.....(pack) your things beforehand.

**Exercise 6. Match the pictures with the names of places at the Heathrow airport.**

- 1 London Underground
- 2 Express Coach & Local Bus
- 3 Car Hire
- 4 Rail
- 5 Smoking
- 6 Rail/Air Coach Links
- 7 Parking
- 8 Chemist's
- 9 Information
- 10 Buses to terminal



**Exercise 7. In general, there are two types of flights: local (domestic) and international flights. Match the following words whether they are related to local or international flights, or both. Discuss your choice in the group.**

Words	Local (domestic) flights	International flights
boarding checking in customs officer immigration official/officer baggage hand luggage weight-limit boarding pass/card duty free shops to clear/go through the customs red/green channel to pay duty on personal things/belongings cheques/cash/money receipt declare/fill in a declaration form		

**Exercise 8. Read the text.**

**Tips for Air Travellers**

When going abroad you must perform some formalities. Customs and immigration regulations vary for each country. You should plan to arrive at the airport for your flight early enough to complete pre-departure requirements.

The minimum airport check-in time is 45 minutes. Flight cannot be held for passengers arriving late and no responsibility will be accepted in this case. The time shown in the ticket is the departure time of the aircraft. All national flights operate on local time.



To travel abroad from one country to another you must have a valid passport and visa (exit, entry or transit, if necessary).

If you break your journey for more than 72 hours, you should reconfirm your reservation. To do this you should contact the Airline's Reservation Office at least 72 hours before departure. By doing this, possible cancellation can be avoided.

While going through the Customs you should remember that there might be two channels – the Red Channel (for those who have goods to declare) and the Green Channel (for those who have nothing to declare).

**Baggage regulations.** Free baggage allowances are as follows:

First class:	66 lbs* (30 ks) per passenger;
Economy class:	44 lbs (20 ks) per passenger.

An overcoat, a blanket, an umbrella, a walking stick, a lady's handbag, a man's briefcase, a small camera or binoculars, infant's carrying basket and food – these are the articles, which can be carried free and above the free baggage allowance. Liability for loss, delay or damage to baggage is limited as follows. For most international travels the liability limit is approximately \$20 per kilo to checked baggage and \$400 per passenger for unchecked baggage.

To make a flight comfortable and enjoyable passengers are provided with newspapers, magazines, toilet materials, pillows and blankets. Passengers can listen to music or see films. Meals, light refreshments, light and alcoholic drinks are served on the flight. Passengers can buy cigarettes, drinks and souvenirs duty free. Smoking is forbidden.

If a passenger feels unwell, the airhostess can provide some medicines. People often feel tired after travelling by air. Medical experts created the "Well-being in the air programme". This programme gives passengers advice on what to eat and drink in the air, and suggests some exercises to help them feel well during and after the flight. The programme suggests that passengers do not drink any alcohol, tea or coffee during the flight, because they increase the bad effects of flying on the body. It is better to drink a lot of mineral water or fruit juice, and to have light dishes and not to have fatty food.

So, travelling by air is a pleasure. Travel and have a good flight!

\* lb - pound – фунт = 453.59 г

**Exercise 9. Answer the following questions.**

1. Why should you arrive at the airport at least 45 minutes before departure?
2. What must you have got ready for travelling abroad?
3. What will happen if you don't reconfirm your reservation?
4. Is there any difference between the Red Channel and the Green one?
5. What items can you carry free of charge?
6. How are passengers treated on board a plane?
7. Can you smoke any time and wherever you like on the flight?
8. How does the well-being programme protect passengers during and after the flight?

### III. Between the line activities

**Exercise 10. Put the stages in a logical order.**

- I went to gate 4.
- I got my boarding pass.
- I went into the departure lounge.
- I took a taxi to terminal 3.
- I went through the Customs.
- I found my seat number and sat down.
- I went through Passport Control.
- I got on the plane.
- I came up to the check-in desk.

**Exercise 11. Listen to the conversation between Sarah and Rustam.**

**Tick “T” (true) if the following statements correspond to the content of the above text and “F” (false) if they don’t.**

Statements	T	F
1 Sarah’s trip was a holiday.		
2 She did the <i>Well-being in the air</i> programme on the flight.		
3 She felt very well after the return flight.		
4 “Well-being” meals are lighter than the normal menu meals.		
5 The passengers on Sarah’s flight drank more mineral water than champagne.		

**Exercise 12. Choose from the list the missing words or phrases in the text and fill in the gaps.**

*boarding pass, terminal, airport, departure, check-in, air ticket, gate, Customs, excess baggage/luggage (overweight), scales (weighing machine), luggage (baggage), kilos, Passport Control.*

Rustam Alimov took the .....(1) bus from the .....(2) to the airport. On reaching the airport he found “HY” .....(3) counter, and showed the clerk his .....(4). He asked R.Alimov to put his .....(5) on the .....(6), and it weighed forty-five .....(7), so he had to pay a lot for .....(8). The Clerk gave Rustam Alimov his ticket and the .....(9), which he put in his passport. Then he passed through the ..... (10) and ..... (11). At that moment the .....(10) of his flight was announced, so he went to .....(11) ten and out onto the plane. When he arrived he felt jet-lagged.

**Exercise 13. Read the dialogue.**

**Buying a ticket**

**Rustam Alimov:** Good morning. I would like an air ticket.  
**Clerk:** Good morning. Where would you like to fly?  
**Rustam:** To London.  
**Clerk:** Certainly, sir. Do you want to travel first class, business class or economy?  
**Rustam:** Let it be economy class.  
**Clerk:** Will it be single or return?  
**Rustam:** Return, please.  
**Clerk:** What day are you planning to leave for London?  
**Rustam:** 2<sup>nd</sup> April.  
**Clerk:** How long will you be staying in London?  
**Rustam:** Not very long, about a fortnight.  
**Clerk:** Do you prefer to travel in the morning or in the afternoon?  
**Rustam:** I'd better fly out in the morning and back in the afternoon, if possible. What flights are there on the schedule?  
**Clerk:** I'll check the time-table for you. Well...that's no problem. That will be flight HY 606 departing Tashkent on April 2<sup>nd</sup> at 05.45, and your return flight HY 605 will be leaving London on April 17<sup>th</sup> at 14.30. It flies non-stop.  
**Rustam:** That suits me. How much is the ticket?  
**Clerk:** £ 580. How will you pay: in cash or by credit card?  
**Rustam:** In cash.  
**Clerk:** May I have your passport, please?  
**Rustam:** Here it is.  
**Clerk:** Thank you. Here is your ticket.  
**Rustam:** Thank you When should I arrive at the airport?  
**Clerk:** You should arrive at the airport, at least, two hours before take-off.  
**Rustam:** Thank you for your help. Good-bye  
**Clerk:** Have a good flight, sir.

**Exercise 14. Listen to the 3 dialogues and fill in the required information.**

*The Caterpillar Company are expecting three visitors. Helen Roberts, office manager of the company, has to find out their travel details. As you listen, fill in the table below.*

	<b>Jane Parker</b>	<b>Martin Taylor</b>	<b>Michael Freeman</b>
<b>Arrival date</b>			
<b>Flight number</b>			
<b>Arrival time</b>			

**Exercise 15. Match the most suitable answers to the questions below.  
Remember, there could be more than one choice.**

Questions	a,b,c	Answers
1. Why did Mr Alimov ask for an economy class ticket?	...	(a) because he was going on a business trip. (b) because it is much cheaper. (c) because he was coming back in a fortnight.
2 Why was he going to buy a return ticket?	...	(a) because it is much cheaper. (b) because he was coming back. (c) because he it is comfortable.
3 How did he pay for the ticket?	...	(a) in cash (b) by credit card (c) traveller's cheques
4 What is the advantage of a return ticket?	...	(a) it is much cheaper. (b) it is the most expensive. (c) it is convenient.

**Exercise 16. Read the dialogue.**

**Changing the flight reservation (on the phone)**

- Clerk:** Havo Yullari. Can I help you?  
**Rustam:** Yes. I want to change a flight reservation.  
**Clerk:** May I have your name and flight number, please?  
**Rustam:** Yes. My name is Rustam Alimov. And the reservation is for flight HY 606 from Tashkent to London on 2<sup>nd</sup> April.  
**Clerk:** Let me check. Ah, yes. I have your reservation in my computer. How would you like to change it?  
**Rustam:** I'd like to leave on 6<sup>th</sup> April if possible on the same flight.  
**Clerk:** Let me see ..... The only seat available on that flight is in business class, I'm afraid.  
**Rustam:** Hm ... It's not good. Is the next flight full?  
**Clerk:** The next available flight is on 10<sup>th</sup> April.  
**Rustam:** OK. Could you put me on the flight, please?  
**Clerk:** Certainly, Mr Alimov.  
**Rustam:** Could you give me the flight details?  
**Clerk:** Yes, of course. That's flight HY 606 from Tashkent to London, departing 10<sup>th</sup> April at 3.40.  
**Rustam:** Thank you.  
**Clerk:** You are welcome. Have a nice flight.

Answer the questions:

- 1 Why did R. Alimov call the Havo Yullari Company?
- 2 What date did he want to change the flight reservation for?
- 3 What problem did he face?
- 4 Can you give the details of the new reservation?

**Exercise 17. Listen to the announcements and fill in the chart.**

Flight No	Destination	Gate	Remark

**Exercise 18. Listen to the dialogue. Fill in the missing phrases in it and complete the boarding pass.**

**Checking in**

- A Excuse me. I am flying to London. Can I ----- for ----- 601 here?  
 B Yes, you can. Your -----, please.  
 A Here you are.  
 B ----- hand luggage?  
 A ----- bag.  
 B ----- smoking or non – smoking?  
 A ----- .  
 B A window seat or ----- , please?  
 A -----, please.  
 B Let me see ... Seat ----- . Board at ----- , gate ----- .  
 A I'm ----- , ----- you ----- that?  
 B Yes, seat -----, boarding time -----, gate ----- .  
 A Sorry, which gate is it?  
 B ----- number ---- .

**Boarding Pass**

**BRITISH AIRWAYS**

Name of passenger \_\_\_\_\_  
 from \_\_\_\_\_ to \_\_\_\_\_

Flight	Class	Date	Time	Gate	Boarding time	Seat	Smoking, non- smoking

**Exercise 19. Compose your own dialogue “Getting the ticket”. Act out the dialogue with a partner.**

**Exercise 20. Read the dialogue and answer the questions below.**

Checking in

- Announcer:** Uzbekiston Havo Yollary announce the departure of Flight Uz HY 606 to London. Will passengers for this flight please go to Gate 2?  
\* \* \*
- R. Alimov:** Is this the Uzbekiston Havo Yollary check- in?  
**Clerk:** Yes, it is. Your ticket, please.  
**R. Alimov:** Just a moment. Here it is. Which gate should I go to?  
**Clerk:** It'll be announced.  
**Announcer:** Uzbekiston Havo Yollary announce the departure of Flight HY606 to London. Will passengers for this flight go to gate 2?  
**Clerk:** Gate 2, sir. Do you have any luggage?  
**R. Alimov:** Just this case. And do I have to check in this briefcase?  
**Clerk:** Certainly. (Putting the cases on the weighing machine) Sixteen kilos. That's all right. Have you got any hand luggage?  
**R. Alimov:** Yes, I have. My raincoat and this file.  
**Clerk:** All right, then. Here is your boarding-pass.  
**R. Alimov:** Thank you. So, gate 2, isn't it?  
**Clerk:** Yes, of course. It's over there. Enjoy your flight, sir.  
**R. Alimov:** Thank you.

- 1 Which was the gate for London flight?
- 2 Did Mr Alimov have to pay any "excess luggage" charge?
- 3 What was the number of R. Alimov's flight?
- 4 Was it a domestic or an international flight?

**Exercise 21. Practice this dialogue with the steward/ stewardess. Use the following words:**

*a window seat; an aisle seat near; a seat behind the wing;  
a seat at the back; a seat in the non-smoking area.*

**Example:**

**Changing the seat**

- A:** I'd like to change my seat.  
**B:** Change your seat?  
**A:** Yes, I'd like...  
**B:** Certainly, sir/madam.

**Exercise 22 (a) Listen to the dialogue.**

**(b) Listen to the dialogue again and respond to the Immigration Officer.**

**Going through Passport Control**

- Immigration Officer:** Can I have your passport, please?  
**Rustam Alimov:** \_\_\_\_\_  
**Immigration Officer:** Are you here on holiday?  
**Rustam Alimov:** \_\_\_\_\_  
**Immigration Officer:** How long will you be staying in Great Britain?  
**Rustam Alimov:** \_\_\_\_\_  
**Immigration Officer:** Have you got a return ticket?  
**Rustam Alimov:** \_\_\_\_\_  
**Immigration Officer:** Thank you.

**Exercise 22 (b). Answer the following questions.**

1. Did announcement No. 4 mean that passengers
  - (a) should get up and collect their luggage?
  - (b) should continue smoking?
  - (c) should stay in their seats and prepare for landing?
2. Which announcements will you be pleased to hear if you are feeling sick?
3. You are a heavy smoker. Which announcement will make you feel irritated?

**Exercise 23. Listen to the dialogue and say why the passenger was not put on the flight.**

**Exercise 24 (a). Read the announcements. Choose from the brackets the most suitable word/phrase that is missing and underline it.**

1. On behalf of Uzbekiston Airlines, Captain Jaffarov and his crew ... (would like to welcome you/hope you have had a pleasant flight) on board this aircraft. Our ... (flying time/local time) to London will be six hours, and we shall be flying at a height of 8,000 metres. We hope you will enjoy your ... (flight/flying-time).
2. We'll be ... (arriving/flying/flying-time/taking-off) in London at one o'clock ... (local time/flying-time). For your own safety please make sure that seat belts are ... (fastened/unfastened).
3. Will passengers please remain seated till the aircraft has come to a complete ... (halt/land/ flight/crew/non-smoking area/local time)? Please remember to collect your ... (hand luggage/ baggage/seat-belt).
4. We hope you have enjoyed your ... (flight/flying-time).
5. Good evening, ladies and gentlemen. On behalf of our captain, we would like to ... (welcome you/fasten/unfasten/take-off/land/taxi) on board. We hope you'll have a pleasant flight.
6. Passengers may now ... (unfasten/fasten) seat-belts, and ... (smoking is permitted/refrain from smoking).
7. Please, refrain from (flying/smoking/non-smoking/landing).

**Exercise 25. Read the dialogue and answer the questions.**

**Going through Passport Control**

- Immigration Officer:** Have you got a passport, please?  
**Ray Bradley:** Yes. Here it is.  
**Immigration Officer:** Do you have a visa?  
**Ray Bradley:** No, I don't. I'm American. Do I need a visa?  
**Immigration Officer:** It depends on how long you will be staying in Britain.  
**Ray Bradley:** Oh, I'll only be staying here about a month. According to the immigration requirements I need a visa if I'm staying in longer than three months.  
**Immigration Officer:** You don't need a visa, then. What is the purpose of your visit to the UK?  
**Ray Bradley:** Tourism. I'm here on holiday. And I'm going to visit some

friends of mine in Scotland.  
**Immigration Officer:** All right. How much money have you got with you?  
**Ray Bradley:** Quite enough, indeed: \$3,000 in cheques and \$500 in cash. Is that OK?  
**Immigration Officer:** Very well. One more question, sir. Have you got a return ticket?  
**Ray Bradley:** Yes. I have. Can I go?  
**Immigration Officer:** Just one moment, sir. Let me stamp your passport. Enjoy your holiday.

**Answer the questions.**

- 1 Has Mr Bradley a single or return ticket?
- 2 Does he need an entry visa?
- 3 What is the purpose of Mr Bradley's visit?
- 4 How much money has he got?

**Exercise 26. Read the dialogue and answer the questions.**

**Going Through the Customs (Paying duty)**

**Customs Officer:** Have you got anything to declare?  
**Ray Bradley:** Yes. Just a suitcase with my personal things.  
**Customs Officer:** Which is your luggage, sir?  
**Ray Bradley:** That brown leather one.  
**Customs Officer:** Open it, please.  
**Ray Bradley:** I'd better get it down. Here you are.  
**Customs Officer:** Are these cigars? How many have you got?  
**Ray Bradley:** Three boxes. Is anything wrong? How many am I allowed?  
**Customs Officer:** Each person is only allowed 50 cigars. You'll have to pay duty on those.  
**Ray Bradley:** But I'm a heavy smoker. And I can't smoke anything but cigars.  
**Customs Officer:** Sorry to say, but you've got more than duty-free allowances.  
**Ray Bradley:** OK. Can I close my suitcase at last?  
**Customs Officer:** Yes, you can. Thank you.  
**Ray Bradley:** How much do I have to pay?

- 1 *What was the problem?*
- 2 *Why did Ray have to pay duty on the cigars?*

**Exercise 27. Read the dialogue and answer the questions.**

**Going Through the Customs (Not paying duty)**

**Customs officer:** Just a moment, sir.  
**Mr White:** Me?  
**Customs officer:** Yes, sir.  
**Mr White:** This is the green channel, isn't it?  
**Customs officer:** Yes, that's right.  
**Mr White:** We've only got the duty-free allowances. We can go straight through, can't we?  
**Customs officer:** Unless asked to stop by an officer. I'm an officer, and I've asked



you to stop. Have you anything to declare?  
**Mr White:** No, nothing, actually. We've got nothing to declare.  
**Customs officer:** How long are you staying in Uzbekistan?  
**Mrs White:** Four weeks at the most.  
**Customs officer:** Now, open your cases, please. What's this?  
 A notebook computer. It's brand new one!  
**Mr White:** I bought it last week. Here's the receipt.  
**Customs officer:** That's all right. No duty. And what's this? Jewellery? You have to pay duty on that.  
**Mrs White:** Oh, it's not new. I've had it for years.  
**Customs officer:** When did you buy it?  
**Mrs White:** I've had it for about five years. It's my husband's present.  
**Mr White:** Well, ... can we go at last?  
**Customs officer:** Of course. Enjoy your holiday.  
**Mrs White:** Thank you.

- 1 What didn't Mr White know about the green channel?
- 2 How did Mr White prove he had bought the notebook computer a week before?
- 3 Why didn't Mrs White have to pay duty on her jewellery?

**Exercise 28. Fill in the Customs Declaration form.**

**CUSTOMS DECLARATION № \_\_\_\_\_**

- Should be kept for the period of departure/entry and presented to the Customs at the citizen's return
- Necessary answer is marked in corresponding frame under mark X.
- Text information is placed in the strict assigned limited squares in block letters.

*Welcome to  
Uzbekistan*

**1. Information on passenger:**

Surname																				
First name																				
Middle name																				

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Residence Country

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

What country arrived from (country of departure)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Series and Number of Passport

Date of birth: 

--	--

 Day 

--	--

 Month 

--	--	--	--

 Year

**3. Purpose of travel:**

Service  Study  Job  Tourism

Visit to relatives  Treatment  Permanent Residence  Business

**4. Information of baggage availability:**

- a) Accompanied baggage, including hand luggage in amount place 

--	--
- b) Unaccompanied baggage (due to cargo accompanying documents) in amount place 

--	--

**2. Type of movement:**

Entry:	
Departure:	
Transit:	

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Nationality

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Direct to what country

With me children under age: 

--	--

Sex: 

--

 Male 

--

 Female

**5.\* Information on availability of goods and national currency of the Republic of Uzbekistan or other currency, currency values, quantity of goods from precious metal in any type and condition:**

Name of currency										Sum\ Quantity										
										In figures					In words					
1.																				
2.																				
3.																				
Other values goods																				
1.																				
2.																				

a) Any weapon, ammunition, radioactive materials:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
b) Drugs, psychotropic substances, drastic, and medicines:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
c) Objects of flora and fauna, their components and products of them:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
d) Radio-frequency radio electronic devices and means of communication:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
e) Objects of antiques and art:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
f) Means of transport:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
g) Printed matters and other data carriers	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
h) Goods subject to tax:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
i) Temporarily imported (exported) goods:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

\* For the customs control information on goods, indicating in 5 "a"- "i" (in case of availability), it is necessary to show at the reserve side of the declaration in point 6.

**Exercise 29. Practice the following dialogues. Use the words from the box.  
With the Immigration officer:**

- O:** Are you here on business/holiday?  
**P:** Yes. On holiday/business  
**O:** How long will you be staying?  
**P:** About .....

ten days
three weeks
<b>a fortnight</b>
six weeks
a month a week

- O:** Have you got a return ticket?  
**P:** Yes, I have.

**With the Customs officer:**

- O:** Have you got anything to declare?  
**P:** No, nothing/Yes, I have/I only have my things.  
 Yes I have only got the duty-free allowances  
**O:** Is this your luggage? What about this ...?  
 Open this case, please. And what's this ...?  
**P:** I bought it last week. Here's the receipt.  
 It's not new. I've had it for years.  
**O:** You will have to pay duty on ...  
**P:** Do I have to pay duty on it?  
 How much/many are we allowed?  
**O:** No./ Each person is only allowed ...  
**P:** Oh, I see. How much do I have to pay?

these cigarettes/200
these cigars/50
this tobacco/half a pound
this wine/2 bottles
this brandy/1 bottle
this perfume/two ounces
this jewellery, \$20,000
this Notebook computer, camera, radio ...

**Exercise 30. Listen and complete the form.**

*Rustam Olimov hasn't got his luggage yet. He is speaking to the 'Luggage Claim' official. Fill in the form. Ask questions to complete it.*

**British Airways Luggage Claim**

Passenger's name -----  
Flight number -----  
Arriving from ----- to -----  
Date -----  
Claim for damage/loss (delete as appropriate)  
Description of luggage (colour, size):  
1 -----  
2 -----  
3 -----  
Contents -----  
-----  
Contact address -----  
Telephone number -----  
Staying until -----  
Passenger's signature -----

**IV. Beyond the line activities**

**Exercise 31. Supply the correct prepositions or adverbs where necessary.**

- 1 I'd like to make a reservation ..... a flight to London ..... March 10 th.
- 2 When does the plane ..... Boston take .....?
- 3 Passengers should arrive ..... the airport ..... least an hour ..... advance.
- 4 Where can I check ..... ..... flight ..... Paris?
- 5 The plane has just left ..... Berlin.
- 6 Passengers who travel abroad must go ..... the Customs.
- 7 I'd rather fly ..... ..... the morning and ..... ..... night.
- 8 Will you pay ..... credit card, ..... traveller's cheques or ..... cash?
- 9 What flights are there ..... schedule?
- 10 Your reservation is ..... flight HY 605 ..... London ..... Tashkent ..... Thursday.
- 11 The only seat available ..... that flight is ..... the first class, I'm afraid.
- 12 What's the London airport we'll arrive ..... ?
- 13 Last call ... flight HY 510 ..... Frankfurt boarding ..... gate 2
- 14 If you want to make a claim ..... lost luggage you'll have to fill ..... this form.
- 15 Can I put this suitcase and the travel bag ... my name ... them ... the scales?

**Exercise 32. Read the conversation and put the lines in the correct order. Put the number of the sentence opposite it.**

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>- Do you have just one suitcase?</li> <li>- Oh, here it is.</li> <li>- That's fine. Smoking or non- smoking?</li> <li>- Yes, that's OK. Here's your boarding pass. Have a nice flight!</li> <li>- And your passport, please.</li> <li>- Yes, you can. Can I have your ticket, please?</li> <li>- Yes. This bag is hand luggage.</li> <li>- Thank you.</li> <li>- Non-smoking, please. And can I have a window seat?</li> <li>- Yes, of course. Here you are.</li> <li>- Excuse me, can I check in for flight 605 here?</li> </ul> |
|--|--|

**Exercise 33. Complete the dialogues.**

**Dialogue 1. Buying an Air Ticket**

- I'd like to reserve a ticket to London.
- .....
- A roundtrip, please.
- .....
- On the 1<sup>st</sup> of July.
- .....
- I prefer business class. ....?
- £800
- .....
- 8 hours.
- .....
- Gatwick Airport.
- .....?
- July the 7<sup>th</sup>.
- .....
- Rustam Alimov.
- .....
- By credit card.
- .....
- Thank you.

**Dialogue 2. Checking in for flight.**

- .....
- Yes. Can I have your ticket, please?
- .....
- Have you got any luggage?
- .....
- Put them on the scales, please.
- .....
- No, you needn't. That's your hand luggage.
- .....
- No, you don't have to pay extra charge, sir.
- .....
- Gate 2. Here's your boarding pass. Have a nice flight.
- .....

**Exercise 34. Role play. Read the situations and act them out.**

1. You are going to London on business. You are planning to stay there for a week. Reserve a return ticket.
2. You are at the air terminal.
  - (a) You should check in for flight to London.
  - (b) You should go through passport control.
  - (c) You should go through the Customs.
3. You have come to London and found out that your luggage hasn't arrived. Speak to the clerk and solve the problem.

## Glossary of key words and phrases

to fly	Where is passport control?
to arrive in a country (at an airport)	entry/exit/transit/valid/invalid visa
arrival	What is the purpose of your visit?
to leave for	The purpose of my visit is tourism/ business/personal
to depart	shuttle
departure (lounge)	terminal
concourse	announcement
gate	aircraft (n) – any kind of flying machine
flight, to make a flight	(air) plane – liner – a jet (powered by a jet engine)
a passenger	traveller
one-way ticket (Am)/single (Br)	to fly at an altitude of
a roundtrip ticket (Am)/a return ticket (Br)	to fly at a speed of
to reserve (to book) a ticket	visibility is good/bad/poor/nil
to make a reservation for flight	blind flying (landing)
a ticket for flight	to hit an air pocket
in advance (beforehand)	the plane is bound for
to put	emergency (forced) landing
to cancel one's reservation	the crew
How much is the ticket?	an air crash
to check in	all – weather flying
check – in – desk	luggage hold
to check in for flight	the passengers begin to alight – to get off
a delay, without delay	a non – stop flight
on (in) time	the airport doesn't take planes – the airport is closed
luggage, baggage	a helicopter
a suitcase	to fasten the safety belts
hand luggage	to clasp the buckle
extra charge	porthole
boarding pass	gangway
baggage tags (labels, checks)	a runway – the long, straight “road” at an airport where planes take off & land
luggage claim check	a cockpit – the part of a plane where the pilot sits
Information Desk	an airhost (ess) = steward (ess)= flight attendant
Lost & Found Office	Have you got anything to declare?
Left Luggage Office/Locker room	I have nothing to declare.
How long will it take?	I have only things for my personal use.
You have to pay an extra charge.	How much duty do I have to pay?
porter	
baggage claim area	
to go through passport control	
to go through the security check	
to go through the customs	

## Unit IV

## PLACES TO STAY

### I. Focusing activities

**Exercise 1(a). Choose and copy into the spaces provided the required words out of the list below.**

*restaurant, hotel, motel, inn, resort, mountains, airplanes, gym, tennis court, buses, snack bar, parking space, conference, cars, trains, bicycles, fitness club*

What are the usual places to stay when travelling?	What facilities can hotels provide?	What are the usual means for travelling?

**(b) Discuss your choice with your partner.**

**(c) When choosing a hotel for a business trip which of the following factors are the most important for you:**

Location of the hotel	<input type="radio"/>
Business centre facilities	<input type="radio"/>
Cost	<input type="radio"/>
Recommended by a colleague/friend	<input type="radio"/>
Leisure facilities (gym, fitness centre, swimming pool, etc.)	<input type="radio"/>
Article in press	<input type="radio"/>

**(d) Discuss your choice with your partner.**

**Exercise 2. Answer the questions. Discuss your answers with your partner.**

**1 What will you do if you are going to travel?**

**2 Where would you like to stay?**

**3 What facilities do you expect a hotel to provide?**

**4 Which of these do you consider the most important: price, facilities, service or location?**

### II. On the line activities

**Exercise 3. Read the text. Pay attention to the types of hotels and the facilities they can provide. Discuss in the group.**

#### Tips for travellers

If you are going to travel you should find a place to stay at.

Places to stay may be called hotels, motels, inns, lodges or resorts. Motels are for those who travel by car. Motels have plenty of parking spaces and are usually near a highway. Inns are usually like motels. Lodges and resorts are in the mountains, on the coast of a sea or near lakes.

Plenty of hotels advertise at airports, newspapers and magazines. Probably the best way to find a place to stay at is to look in the Yellow pages, a telephone book or Internet. You can compare the services the hotels offer in their advertisements. Then you should call the hotel you have chosen and reserve a room in advance. Hotels usually offer single rooms, double rooms or suites.

Hotels provide their guests with a laundry, dry cleaning and pressing services. Some hotels have a hairdresser's, a barber's, a swimming pool, tennis courts, a fitness centre or gym, facilities for disabled people, a snack bar, a restaurant, and other facilities.

If you want your things washed or cleaned, you should put them into a bag you have got in the room (a laundry bag), fill in a laundry or cleaning slip, and leave it in the room.

If your hotel does not have a laundry service, you can find a Laundromat nearby, which may be open 24 hours a day.

You will always find soap, towels, hangers and linen in hotels. If you don't want to be disturbed while you are in the room, you should fix the "Please do not disturb" label on the door-handle.

If you travel in the USA you should remember that electricity there is 110 volts not 220 volts. It means you will not be able to use your electric razor or hair dryer.

A lot of hotels provide special facilities for conferences – large or small meeting rooms, public address system, overhead and slide projectors, computers, simultaneous multilingual translation system, and others.

There are parking areas, which can accommodate a lot of cars.

In modern hotels there is an electronic locking system – a plastic card is used instead of a key.

If you need anything you should call room service. Breakfast is usually included in the cost of a room.

Who should you tip at a hotel? In Great Britain a hotel porter gets £1 for carrying one bag (or a suitcase). Chambermaids usually expect about £2 for each night of your stay. Taxi drivers expect about 10% of the meter fare. In the USA a bellman usually gets a \$1 or \$2 per bag. A hotel maid usually expects a \$2 tip for each night. A taxi driver expects to get about 15% of the fare. A parking valet also gets about a dollar for getting a taxi or parking a car. In Japan tipping is not generally expected. If a service is expected, it will be automatically added to a bill.

If you regularly stay at the same hotel, you may have "special customer status" - that means that you get rooms at a discount.

Tips to remember:

- Photocopy the information page of your passport and store it in a safe place.
- Keep valuable documents out of sight and valuable things in the hotel safe.
- Keep your passport, tickets and other important documents with you.
- Use traveller's cheques not cash.
- Avoid unsafe parts of the city.

We wish you enjoyed your stay at a hotel.

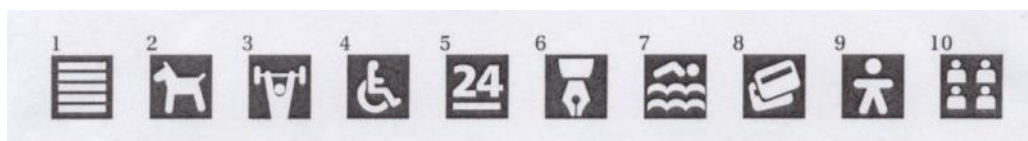
#### **Exercise 4. Answer the following questions.**

- 1 What are the different types of places you can stay at?
- 2 Why do travellers usually reserve rooms at hotels in advance?
- 3 What services do hotels usually offer their guests besides rooms to stay at?
- 4 If the windows of a hotel room look out on the street, will the guests call it a back or a front room?
- 5 If the windows of a hotel room look out on the back yard of the building, will the guests call it a back or a front room?
- 6 Why are guests asked to leave the keys to their rooms when going out?
- 7 What will you do if you want to have dinner in your room?

- 8 What will you do if you want your things washed?
- 9 Compare the tips in the countries mentioned in the text and those in your country.
- 10 What does “special customer status” mean?

**Exercise 5. Hotel facilities. (a) Look at the pictures. Match the facilities with the pictures below. Put the number in the brackets.**

wheelchair access ( ), health or fitness facilities ( ), credit cards accepted ( ),  
rooms for more than 2 people ( ), children’s facilities ( ), pets welcome ( ),  
air conditioning ( ), swimming pool ( ), 24-hour room service ( ),  
business facilities ( )



**Exercise 6. What facilities do you think these pictures show?**



**III. Between the line activities**

**Exercise 7. Study the following.**

If you want to ask questions to find out about any places, you should use the following models:

**Model I:**

*What is Tashkent like?*  
*It's quite big and beautiful.*

**Model II:**

*What are the hotels in Tashkent like?*  
*They are comfortable and beautiful.*

But there are similar questions:

- |                          |                               |
|--------------------------|-------------------------------|
| 1 What does she/he like? | 3 What does she/he look like? |
| 2 What is she/he like?   | 4 What is it like?            |

*They are similar in form but they are **not the same in meaning**. Read the sentences given below and say which answer goes with each question:*

- a He is really nice, good-tempered and open. ( )
- b He likes to play football. ( )
- c She is quite tall, stout, with straight black hair. ( )
- d It is a nice 3-star ideally placed hotel. ( )

**Exercise 8. You are going to hear twelve statements. Each statement is the answer to one of the questions given in exercise 7. Listen to the statements and decide which is the most appropriate question.**

1. .... 2. .... 3. .... 4. .... 5. .... 6. .... 7. .... 8. .... 9. .... 10. .... 11. .... 12.....



**Exercise 9. Make up your own examples illustrating the models.**

.....

.....

.....

**Exercise 10. Listen to the three dialogues. Match the card (1a or 1b) with the correct information in the spaces provided.**

1a .....	1b .....
<u>Room reservations</u> Name: Joseph Halem Room type: single Arrival date: May 1 <sup>st</sup>	<u>Room reservations</u> Name: George Balem Room type: single Arrival date: May 6 <sup>th</sup>

2a .....	2b .....
<u>Room reservations</u> Name: Lee Room type: double with bath	<u>Room reservations</u> Name: Lee Room type: single with bath

3a .....	3b .....
<u>Room reservations</u> Name: Blake Method of payment: traveller's cheques Reference Number: 1236457680	<u>Room reservations</u> Name: Blake Method of payment: credit card Card number: 1236457680

**Exercise 11. These words describe hotels and facilities they offer.**

*What is the hotel like?*

- |                    |                   |                   |                      |
|--------------------|-------------------|-------------------|----------------------|
| 1 delicious ..e..  | 7 front ...       | 13 hospitable ... | 19 cheap ...         |
| 2 grand ...        | 8 convenient ...  | 14 spacious ...   | 20 attractive ...    |
| 3 home-made ...    | 9 traditional ... | 15 welcoming ...  | 21 5-star ...        |
| 4 well located ... | 10 modern ...     | 16 beachside ...  | 22 ideally-placed... |
| 5 elegant ...      | 11 back ...       | 17 excellent ...  | 23 romantic ...      |
| 6 quiet ...        | 12 friendly ...   | 18 famous ...     | 24 mouth- watering   |

**Match them with the following words. The first one is done for you.**

(a) location; (b) rooms; (c) service; (d) atmosphere; (e) food; (f) transport; (g) hotel

**IV. Beyond the line activities**

**Exercise 12. Read the following dialogues “Looking for a place to stay.”**

**Dialogue I (on the phone)**

- Clerk:** The Hampton Inn, good afternoon.  
**Man:** Good afternoon. I wonder if you have a double room for 2 nights.  
**Clerk:** Oh, I'm sorry. I'm afraid we have no vacant rooms at the moment.  
**Man:** OK, thanks anyway.  
**Clerk:** You may call the Flamingo Motel.  
**Man:** OK, thanks.  
**Clerk:** Welcome.

### Dialogue II (on the phone)

**Clerk:** Good afternoon, the Flamingo Motel.  
**Man:** Good afternoon. I want to know if you have a double room for 2 nights.  
**Clerk:** Yes, we do.  
**Man:** Oh, good! Do you have a room with a waterbed?  
**Clerk:** Let me check ... yes, we do have, for \$50 per night.  
**Man:** That will be fine. Can I have it, please? My name is George Brown.  
**Clerk:** Yes, I can hold the room for you until 6.00. Do you know how to get here?  
**Man:** Yes, I do, thanks. It will take us about 30 minutes.  
**Clerk:** Fine, Mr Brown. We'll have the room for you.  
**Man:** Thank you.

#### Exercise 13. Answer the questions and reproduce the dialogues in pairs.

- 1 What hotel did the man call?
- 2 Why couldn't he reserve the room in the Hampton Inn?
- 3 What kind of room did he want?
- 4 What hotel did the clerk recommend him to call?
- 5 How long did he plan to stay at the Hampton Inn?
- 6 How much was the room?
- 7 How long will it take him to get to the motel?

#### Exercise 14. Read the following dialogue and answer the questions.

##### *Reserving a room on the phone*

**Receptionist:** The Holliday Inn. How can I help you?  
**Man:** Hello. I'd like to reserve a room for next week.  
**Receptionist:** Certainly. Can I have your name, please?  
**Man:** Mr Khamidov.  
**Receptionist:** Sorry. Can you spell that?  
**Man:** K-h-a-m-i-d-o-v.  
**Receptionist:** Thank you. And for how many nights?  
**Man:** Just three.  
**Receptionist:** And when is that for exactly?  
**Man:** 5<sup>th</sup> July.  
**Receptionist:** Is that a single or a double room?  
**Man:** A double room.  
**Receptionist:** That's fine. Can I have a credit card number to secure the reservation?  
**Man:** Yes, it's a Master card. It's 7766 3542 0789.  
**Receptionist:** And the expiry date?  
**Man:** December 20.....  
**Receptionist:** OK. And can I have a contact number, Mr Khamidov?  
**Man:** Certainly. My mobile is 701 99 86.  
**Receptionist:** Right. That's everything. You have a double room for three nights next week. Would you like a confirmation in writing, Mr Khamidov?  
**Man:** No, it's all right, thank you.  
**Receptionist:** Is there anything else I can do for you?  
**Man:** No thank you.  
**Receptionist:** I hope you'll enjoy a stay with us.  
**Man:** Thank you. Good-bye.  
**Receptionist:** Good-bye.

**Answer the questions.**

- 1 What hotel did Mr Khamidov reserve a room at?
- 2 What date did he reserve a room for?
- 3 What room did he reserve?
- 4 How many nights did he reserve a room for?
- 5 How is he going to pay?
- 6 Why do hotel customers need a confirmation when they reserve a room?

**Exercise 15. Read the following dialogue. Reserving a room on the phone**

- Receptionist:** Reception desk. The Sun Hotel. Good morning.  
**Man:** Good morning. My name is Rustam Alimov. I'm from ADC company. We'd like to make a reservation for Mr Rasulov.  
**Receptionist:** Could you spell the name, please?  
**Man:** Yes, certainly. R - a - s - u - l - o - v.  
**Receptionist:** Thank you. What accommodation do you require?  
**Man:** A single room with a private bathroom for 5 nights from May 5<sup>th</sup>.  
**Receptionist:** Would you hold on a minute, please? I'll see if we have the accommodation available.  
**Man:** Thank you.  
**Receptionist:** Yes, I can reserve a single room with a bath from May 5<sup>th</sup> for 5 nights.  
**Man:** Is it a quiet room?  
**Receptionist:** Yes, it is.  
**Man:** Thank you. How much is the room?  
**Receptionist:** \$100 including breakfast. Would you please confirm this reservation in writing?  
**Man:** Yes, I will fax a letter of confirmation today.  
**Receptionist:** Thank you. Good-bye.  
**Man:** Good-bye.

**Exercise 16. Answer the following questions.**

- 1 What kind of room does R.Alimov want to reserve for Mr Rasulov?
- 2 How long does Mr Rasulov plan to stay at the hotel?
- 3 When will he need the room?
- 4 How much is the room?
- 5 What did the receptionist ask for?

**Exercise 17. Read the following dialogue.**

**Checking in**

- Woman:** Good evening! I need some accommodation for tonight.  
**Receptionist:** Right, madam. Just for one night?  
**Woman:** Yes, that's right. Er ... how much is a single room?  
**Receptionist:** 85 pounds a night.  
**Woman:** Does it include breakfast?  
**Receptionist:** Yes, it does. Will you fill in the registration form, please?  
(She fills in the form)  
**Woman:** Here you are. Er ... I have to leave early tomorrow morning. Could you wake me up at 6 o'clock, please?  
**Receptionist:** Certainly, madam.  
**Woman:** What time is breakfast?

- Receptionist:** From 7 to 10.  
**Woman:** Fine. And now I have to make a call to Paris. Can I do that from my room?  
**Receptionist:** Yes, of course. That's no problem.  
**Woman:** And what about sending faxes? Where can I send a fax?  
**Receptionist:** Yes, there are fax machines in the business centre.  
**Woman:** Good. As I am leaving early tomorrow, could I pay now?  
**Receptionist:** Oh, you can do it in the morning. It won't take long. How will you pay?  
**Woman:** Do you accept credit cards?  
**Receptionist:** Yes, we do.

**Exercise 18. In the first column below you will read the statements that are related to the content of the dialogue you have read. Tick "T" if they confirm the idea of the dialogue and "F" if they don't.**

<i>Statements</i>	<b>T</b>	<b>F</b>
The lady wants to stay at the hotel for a night.	<input type="radio"/>	<input type="radio"/>
At her request the lady was provided a double room.	<input type="radio"/>	<input type="radio"/>
The stay for a night in a single room includes three meals a day.	<input type="radio"/>	<input type="radio"/>
The lady should fill in the registration form herself.	<input type="radio"/>	<input type="radio"/>
The receptionist promised to wake her up early in the morning.	<input type="radio"/>	<input type="radio"/>
Breakfast in the hotel is from 7 to 10 o'clock.	<input type="radio"/>	<input type="radio"/>
The rules in the hotel allow making calls straight from the room.	<input type="radio"/>	<input type="radio"/>
So the lady will be able to call Paris from her room.	<input type="radio"/>	<input type="radio"/>
She can send a fax from the business centre of the hotel and pay by credit card.	<input type="radio"/>	<input type="radio"/>
The lady is going to pay cash.	<input type="radio"/>	<input type="radio"/>
The lady would probably not be able to have breakfast because she is leaving early in the morning.	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>

**Exercise 19. Answer the following questions.**

- 1 How long will the woman stay at the hotel?
- 2 How much is a single room?
- 3 Why did she ask the receptionist to wake her up at 6 o'clock?
- 4 What information have you learnt about the hotel?
- 5 How will the woman pay?

**Exercise 20. Act out the dialogue. While performing this task use the following information:**

- 1 Rustam Alimov wants to make changes in the reservation he made two days ago for Mr Rasulov.
- 2 The receptionist doesn't mind and asks for the date. The date is two days later than the previous one. But the receptionist can make a reservation only for 8th May.
- 3 Rustam Alimov doesn't mind.
- 4 Rustam Alimov promises to fax a letter of confirmation.

**Exercise 21. Put in the missing words. Some words may be used more than once.**

1. I'd like ..... a double room at your hotel.
2. The hotel has a swimming ....., a tennis court, a solarium and other .....
3. How much is a single room per .....
4. How ..... are you planning .....
5. The receptionist asked the guest ..... the registration form.
6. In hotels the following ..... are available.
7. Could you give me ..... to my room?
8. Guests are required to fill in .....
9. Will you ..... by credit card or in cash?
10. .... usually takes the guests' suitcases up to their rooms.

**Exercise 22. Supply the correct prepositions.**

- 1 I have reserved a double room ..... your hotel ..... three days.
- 2 You should fill ..... a registration form.
- 3 Breakfast is served ..... 7 ..... 10.30.
- 4 If you want to get a room at a hotel ..... summer, you should reserve accommodation ..... advance.
- 5 May I have the key ..... my room, please?
- 6 We have reserved a room ..... Mr Black.
- 7 A double room costs \$ 65 ..... night.
- 8 When checking ..... I always ask if there is any mail ..... me.
- 9 A suite consists ..... two or three rooms.
- 10 I want to reserve a double room ..... a bath ..... a week.
- 11 The bellman turned ..... the light, checked whether everything was ..... order and asked if there was anything else he could do ..... me.
- 12 Will you pay ..... cash or ..... credit card?
- 13 The bellman took us ..... our room ..... the lift.
- 14 Could you call a taxi ..... me?
- 15 When you arrive at a hotel, you should check ..... first.
- 16 Could you send ..... some more towels, please?

**Exercise 23. Listen to the statements and find out what these hotel guests want or are complaining about.**

**1 The guest wants to know:**

- a the porter.
- b to find the lift.
- c an early morning call.

**2 The guest is complaining about:**

- a the bill.
- b the heat.
- c the price.

**3 The guest:**

- a is going to check out.
- b has left something in the room.
- c wants to borrow the master key.

**4 The guest wants to know:**

- a if she can have Mr Brown's key.
- b if Mr. Brown is at the hotel.
- c what Mr Brown's room number is.

**5 The guest wants:**

- a you to recommend a shop.
- b to know if she can walk to the shops.
- c the receptionist to call a taxi.

**6 The guest wants to know:**

- a where she can buy a newspaper.
- b what time the newsagents open.
- c wants to give the receptionist something she has found in the lobby.

**7 The guest wants you:**

- a to give her change of 5 dollars.
- b to pay the taxi driver.
- c to argue about the fare with the driver.

**8 The guest:**

- a is leaving and wants the bill.
- b wants to know where the fast food outlet is.
- c is not well and needs some medicine.

**Exercise 24. Reading for information. Read these ads and then answer the questions.**

**1**  
**Beechfield House**  
A fine Victorian Country House set in 8 acres of lawns and parkland. The bedrooms all have private bathroom, television and telephone.

**2**     *hornbury Castle*  
**Hotel and Restaurant**  
The main apartments in the South wing are being re-equipped to provide 10 luxurious bedrooms. The restaurant is open 7 days a week for luncheons and dinners.

**3**  
**The Mendip Hotel**  
Come and see the ideal facilities for a Wedding Reception. Your private reception can be discussed in detail. There's a delightful view over Blagdon lake and the quiet surroundings of the Mendip Hills! Private parties are arranged too.

**4**  
**Avon Gorge Hotel**  
Californian Jazz Nights. Wednesday until Friday. John Cooper Jazz Trio. Saturday. Blue Notes Jazz Band. P.S. Weather permitting our Terrace Bar will be open.

**5**  
**Planters Inn**  
A beautiful 62-room hotel built in 1844. The inn underwent a \$4 million renovation in 1997. Executives and corporations can find its large conference facilities a perfect place for general meetings. Located in the heart of downtown. It's also home to Hank's Seafood Restaurant.

- 1 Which hotel would you like to stay and why? .....
- 2 Which hotel will you choose if you want to stay at a luxurious hotel? .....
- 3 Which hotel provides facilities for wedding parties? .....
- 4 Which hotel will you choose if you need to arrange a conference or a meeting?.....
- 5 Where will you go if you want to listen to music? .....
- 6 Which hotel will you choose if you want a quiet place to stay? .....
- 7 Which hotels will you choose if you prefer old-style hotels? .....
- 8 Which hotels will you choose if you want to have a nice view? .....
- 9 Which hotel will you choose if you like seafood? .....
- 10 Which hotel arranges private parties? .....

**Exercise 25. Read the hotel descriptions and decide, which hotel is the most suitable for the following people.**

- 1 Mr and Mrs Bernard are planning to stay in London with their two teenage children to visit the museums. They plan to eat out so it's not important for the hotel to have its own restaurant but they like attractive surroundings.
- 2 Jane Snyder, mother of three children, is looking for a reasonably-priced hotel where she can stay for a week with her husband and children and not have to worry about upsetting other guests.
- 3 Ben Trevor is a hip-hop singer and is going with the group for a weekend rock festival. They don't have much money and just need a place to keep their instruments and sleep.
- 4 Ann Spenser, travel agent, is looking for a centrally-located hotel in which 20 managers can stay while attending a trade fair in September. They would like to have Internet access in their rooms, if possible.

1  
This is a modern and functional hotel, all rooms offer either a bath or a shower, direct telephone, satellite and pay TV, minibar and hairdryer. Unfortunately, the rooms tend to be small and without air conditioning. However, rooms on the upper floors are equipped with air conditioning. They provide beautiful views over the city.

2  
It is a type of youth hostel in an old building. It has simple furniture. There are shared bathrooms along the corridors. However, its friendly and easy-going atmosphere attracts not only young people. Besides single and double rooms, it also offers rooms for three or four people where the price of a bed is very cheap.

3  
This hotel is recommended for families.  
There are a lot of toys and the nursery rooms are decorated in the style of the Cinderella's Palace and wild jungles

4  
This is a medium-ranged hotel located in the old building. It doesn't have a restaurant. The bedrooms overlook a busy street. Although the windows are soundproofed, there is no air conditioning so in summer if you open the windows it is rather noisy. The hotel also offers apartments with small kitchens.

This is an amazing hotel located in the city centre. It is only ten minutes on foot from the complex of trade fair halls but at the same time it overlooks a picturesque lake. The modern structure of this hotel does not reveal the stylish interiors. If you like large rooms with rich furniture and a lakeside view, you will love this place. Its restaurant is one of the best in the city.

**Exercise 26. Complete the dialogue using these words.**

Thank you, 6<sup>th</sup> floor, spell, sign here, a reservation, 5 nights, here's your, single room, your name, call him, Good afternoon, right, Would you like, Good afternoon

**Receptionist:** ....., sir.

**Guest:** ....., I have .....

**Receptionist:** And can I have....., sir?

**Guest:** Rochester.

**Receptionist:** Could you ..... that, please?.

**Guest:** R-o-c-h-e-s-t-e-r.

**Receptionist:** ....., Mr Rochester. Yes, a ..... and a shower for .....

**Guest:** That's .....

**Receptionist:** Could you just ....., please?

**Guest:** Yes, of course.

**Receptionist:** Thank you, sir, ..... key. It's room 635 on the .....  
..... a bellman?

**Guest:** Yes, please.

**Receptionist:** I'll just ..... Enjoy your stay.

**Guest:** Thank you.

**Exercise 27. Complete the sentences and practise these mini dialogues with your partner.**

**1 A Can I have another towel/blanket for my bed?**

**B Yes, of course.**



**2 A Could I have some hangers/towels for my clothes?**

**B Certainly. Here you are.**

**3 A Could you change the sheets/a mirror, please?**

**B Yes, of course.**

**4 A It's quite hot in here.**

**B Turn on the fan/the remote control.**

**5 A Could we have some more pillows/balconies?**

**B Yes, of course.**

**6 A There is a radio alarm/a kettle in every room.**

**B That's good, we can have tea.**

**7 A Has the room a CD player/air conditioning?**

**B No, I'm afraid not.**

**8 A Can we have a shower/breakfast in our room?**

**B Yes, you should call room service.**

**Exercise 28. Perform the following.**

Helen Roberts is trying to reserve a room for Mr Grant. She is calling three hotels to ask about their facilities. Listen to the telephone calls and indicate in the table which hotels meet her requirements. Write «Yes», if the hotel meets the requirements and write «No», if it does not.

<b>Requirements</b>	<b>Hotel 1</b>	<b>Hotel 2</b>	<b>Hotel 3</b>
1 Rooms available	.....	.....	.....
2 Telephone	.....	.....	.....
3 Near the centre of the city	.....	.....	.....
4 Meeting room	.....	.....	.....
5 Restaurant	.....	.....	.....

**Exercise 29. Reading for information. a) Study this form:**

*When at the hotel, sometimes you have to have your clothes washed, cleaned and ironed. If you want to press your clothes yourself, you can get an iron from the maid. If you don't want to do it yourself, take advantage of the laundry, dry cleaning or pressing service. This is a laundry slip you may find in your room.*

LAUNDRY SERVICE  
ANA HOTEL KYOTO

<b>JROOM No.</b>		<b>DATE</b>	
<b>NAME</b>			
Please check service desired with a V mark			
<b>WEEK DAY</b>	<b>ACCEPTED TIME</b>	<b>DELIVERY</b>	<b>PRICE</b>
<b>REGULAR</b>			
	8.00 AM-9.30 A.M.	6.30 P.M. Same day	As listed.
	9.30 A.M.-1.30 P.M.	10.30 A.M. Next day	
<i>QUICK</i>	8.00 A.M.-9.30 A.M.	3.00 P.M. Same day	50%
	9.30 A.M.-1.30 P.M.	6.30 P.M. Same day	additional
	1.30 P.M.-5.30 P.M.	10.30 A.M. Next day	
<b>ITEM</b>	<b>PIECES</b>	<b>PRICE (\$)</b>	<b>AMOUNT</b>
<i>Gentlemen</i>			
Shirt		3.00	
Sport shirt		4.00	
Undershirt		1.60	
Underwear		1.60	
Handkerchief		1.50	
Socks (pair)		1.60	
Trousers		5.00	
Suit		15.00 up	
<i>Ladies</i>			
Blouse		4.80	
Sport shirt		4.00	
Slip		3.00	
Handkerchief		1.50	
Suit		15.00 up	
Skirt		4.50	
Dress		11.00	
<b>Quick service (50% extra charge)</b>		<b>\$</b>	
<b>Total</b>		<b>\$</b>	
<b>Tax</b>		<b>\$</b>	
<b>G. Total</b>		<b>\$</b>	

**b) Answer the questions.**

- 1 What is the name of the hotel?
- 2 Are the prices for men's and women's suits the same?
- 3 How much does it cost to have your shirt and a pair of trousers laundered?
- 4 Are all the prices fixed?

**c) Problem solving**

- 1 Make a list of the clothes you would probably take on your business trip. How much would it cost to have them washed?
- 2 Fill in the form. Figure out how much your laundry bill would be.

**Exercise 30. Listen to the conversation between a receptionist and a guest who is checking out and answer the questions.**

- 1 What did Mrs Jackson make a complaint about?
- 2 Did the bill include breakfast?
- 3 Why didn't Mrs Jackson have dinner at the hotel on Wednesday?
- 4 Why didn't she have lunch at the hotel on Saturday?
- 5 What was wrong with the morning newspapers?
- 6 Why didn't Mrs Jackson read newspapers?
- 7 What caused these mistakes?
- 8 How did the receptionist solve this problem?

**Exercise 31. Read the extract from a hotel brochure. Complete it using these words.**

Internet, secretarial, translation service, computer, conference, exercise, sauna, tour guide, beauty, health & fitness, indoor pool, audio-visual
--

We have a fully equipped business center, including ..... (1) rooms with the latest ..... (2) equipment. Our range of hi-tech ..... (3) services includes full ..... (4) access. We can arrange a full ..... (5) service, plus a full ..... (6) in several languages. Enjoy the wonderful panoramic views over the mountains, as you work out in our ..... (7) club, with all the latest ..... (8) equipment. Visit the ..... (9) salon, you may go to a ..... (10) or swim in the heated ..... (11). If you would like to go sightseeing we can arrange for a ..... (12) to show you the sights.

**Exercise 32. This is the Royal Hotel registration card. Fill it in, as if you were a guest there.**

### Royal Hotel

#### Registration card

<b>Surname</b>		
<b>Names</b>		
<b>Accompanied by</b>		
<b>Payment method:</b> cash <input type="checkbox"/> cheque <input type="checkbox"/> company account <input type="checkbox"/> credit card <input type="checkbox"/>		
<b>Home address</b>		
<b>Nationality</b>		
<b>Passport number</b>		
<b>Car registration number</b>		
<b>Purpose of visit</b>		
<b>Signature</b>		
<b>Special requirements</b>		
<b>Room number</b>	<b>Date of arrival</b>	<b>Date of departure</b>

**Exercise 33. Read the statements and choose the most appropriate answer.**

- 1 You have been looking for a hotel for a long time. It's late in the evening when you find a hotel.**
  - a) Have you got a room, please?
  - b) Could I reserve a room, please?
  - c) Have you got any vacancies?
- 2 I'm sorry, we have no vacancies. We are fully booked.**
  - a) Oh, no! What am I going to do?
  - b) Nothing?
  - c) Can you help me find anything nearby?
- 3 You can try to find a hotel in the centre of the city. There are a lot of hotels there.**
  - a) I have already tried them all!
  - b) Do you think I can find a hotel at this time?
  - c) Can you recommend any hotels?
- 4 Oh, just a minute! Someone has just checked out.**
  - a) Are you sure?
  - b) Really?
  - c) I am lucky, anyway.
- 5 You are lucky. We have one room left.**
  - a) Oh good!
  - b) Is it a single room?
  - c) Not a front room?
- 6 There is only a double room left.**
  - a) It doesn't matter.
  - b) That will do,
  - c) That will be fine.

- 7 Would you like to see the room?**  
a) Yes, I'd like to.  
d) I'll get my suitcase first.  
e) Yes, is that possible?
- 8 This way, please. It's on the second floor. We can walk there.**  
a) Do you have a restaurant at the hotel?  
b) Is it a front room?  
c) What time is breakfast?
- 9 Breakfast is from 7 till 10.00.**  
a) Is there room service?  
b) Is there a swimming pool?  
c) Can we have breakfast in our room?
- 10 Yes, you can. Here we are. The room faces the garden.**  
a) There is a nice view, isn't there?  
b) That's nice.  
c) Is there a bathroom?
- 11 Yes, there is a shower, too.**  
a) I am dying to have a shower.  
b) Fine, I'll take the room.  
c) Have you got a bigger room?
- 12 And now, you should fill in the registration form.**  
a) How much is the room?  
b) Does it include breakfast?  
c) How much does one night cost?
- 13 The room is \$100 per night.**  
a) It's very expensive.  
b) How much is a single room?  
c) Unfortunately, I have to take the room.
- 14 How long will you be staying here?**  
a) One night.  
b) 5 days.  
c) I haven't made up my mind yet.
- 15 Please, don't forget to leave the key with the receptionist when you go out.**  
a) I won't forget about it.  
b) I'll do that.  
c) I'll do my best.
- 16 You may call room service if you need anything.**  
a) Everything is all right.  
b) I will.  
c) Should I press the button?
- 17 The next morning you come up to the receptionist to check out.**  
a) I am leaving.  
b) It was nice to be here.  
c) Could I have the bill, please?
- 18 Did you enjoy your stay?**  
a) Yes, I'd like to stay longer.  
b) Yes, but I prefer my own bed.  
c) Yes, except for the car alarm system.

**Exercise 34. Read the conversation and put the lines in the correct order. Put the number of the sentence opposite it.**

- |  |  |
|--|--|
|  | - How much is the room?  |
|  | - A double room, please. Does the room have a bath?            |
|  | - Good morning. Can I help you?                                |
|  | - No, it's a front room. Your room number is 415.              |
|  | - Does the charge include breakfast?                           |
|  | - Good morning. We'd like a room for 2 nights.                 |
|  | - \$85 per night.  |
|  | - A single room or a double?                                   |
|  | - Is it a back room?   |
|  | - Certainly. Can I pay by credit card?                         |
|  | - You are welcome. I hope you'll enjoy your stay.              |
|  | - Will you see to my luggage, please?                          |
|  | - Yes, every room has a bath and a shower.                     |
|  | - Yes, we take credit cards and cheques. Here is your keycard. |
|  | - Yes, it does. Could you sign the register, please?           |
|  | - Thanks.  |
|  | - Thank you.   |
|  | - Yes, of course. The bellman will take it up to your room.    |

**Exercise 35. Complete the dialogues.**

**Dialogue I**

- Avon Gorge Hotel. Good afternoon. How can I help you?
- .....
- Yes, certainly. When do you need the room?
- .....
- And for how long?
- .....
- Can I have your name, please?
- .....
- Fine. Your room number is 305.
- .....
- You are welcome.

**Dialogue II**

- Hello. My name's Helen Foster. I'd like a room.
- .....
- A single room with a shower.
- .....
- Could you help me fill in the form, please?
- .....
- Thank you.
- .....

### Dialogue III

- Good morning.  
.....
- I'm from Nissan Company. We have reserved a room for Mr Slater at your hotel.  
.....
- No, we have reserved a suite.  
.....
- That's all right. What floor is the room on?  
.....
- Thank you.  
.....

### 36. Role play.

1. Call the Sheraton Hotel to reserve one single room and one double room for three nights. You will pay by Visa Card. Find out what facilities the hotel offers.
2. You have arrived in London on business trip. Your secretary reserved a standard single room for you, but for some reason the reservation was not entered into the computer system. Speak to the receptionist and solve the problem.
3. You are travelling by car. You are very tired and want to rest. You should call the Caravan Motel. You want to stay there for a night. But there are no vacant rooms in the motel. The one, which is not occupied at the moment, has been reserved by a client for the next day. Explain that it will take you an hour to get to the motel and you will have to leave the motel 4 hours before the client arrives..
4. One student is an agent from the Hotel Reservation Centre. Other students call the centre to reserve rooms at different hotels. Use the information in exercises **24** and **25**.
5. You have decided to hold a conference at a hotel. Speak to the manager. Ask him/her what facilities they can provide. Make reservations for 60 people for next month. Give the manager the exact dates you need the business centre for and spell the names of the contact people. Find out the cost of the rooms and the difference between the rooms at different prices. Use the information in exercise 31.

### Glossary of key words and phrases

to arrive at/to stay at (in) a hotel	receptionist bellboy=bellman=bellhop (chamber) maid	to fill in(Br.)=to fill out (Am.) a form
to reserve a room (Am.)=to book (Br.)	reception (Br.)/front desk	bill(Br.)=check(Am.) facilities
bed and breakfast	(Am.)	laundry/pressing/dry
to check in/to check out	key to a room	cleaning service
check-out time	lift (Br.)=elevator (Am.)	swimming pool
single/double room	ground floor (Br.)=first floor (Am.)	car park (Br.)=parking lot (Am.)

## Unit V

## TRAVELLING AROUND THE CITY

(Asking for and giving directions)

### I. Focusing activities

**Exercise 1. Perform the following assignments.**

1) *Tick the words, which can be used to make the description of a city.*

traffic	<input type="checkbox"/>	church	<input type="checkbox"/>	museum	<input type="checkbox"/>	famous	<input type="checkbox"/>
policeman	<input type="checkbox"/>	climate	<input type="checkbox"/>	dry	<input type="checkbox"/>	deep	<input type="checkbox"/>
stormy	<input type="checkbox"/>	square	<input type="checkbox"/>	river	<input type="checkbox"/>	capital	<input type="checkbox"/>
ordinary	<input type="checkbox"/>	space	<input type="checkbox"/>	quiet	<input type="checkbox"/>	building	<input type="checkbox"/>
picturesque	<input type="checkbox"/>	smoke	<input type="checkbox"/>	important	<input type="checkbox"/>	wide	<input type="checkbox"/>
vast	<input type="checkbox"/>	fog	<input type="checkbox"/>	dream	<input type="checkbox"/>	crowded	<input type="checkbox"/>

2) *Explain your choice. Prove your choice with the sentence of your own.*

**Exercise 2. Look at the following word-combinations. If their meaning is related to the idea of transport tick under letter A and if they are related to the idea of where to go tick under letter B.**

	<b>A</b>	<b>B</b>		<b>A</b>	<b>B</b>
stream of buses	<input type="checkbox"/>	<input type="checkbox"/>	traffic problems	<input type="checkbox"/>	<input type="checkbox"/>
ancient narrow streets	<input type="checkbox"/>	<input type="checkbox"/>	lorries and vans	<input type="checkbox"/>	<input type="checkbox"/>
hotels and offices	<input type="checkbox"/>	<input type="checkbox"/>	pedestrians	<input type="checkbox"/>	<input type="checkbox"/>
underground	<input type="checkbox"/>	<input type="checkbox"/>	network of coaches	<input type="checkbox"/>	<input type="checkbox"/>
taxi and buses	<input type="checkbox"/>	<input type="checkbox"/>	official crossing	<input type="checkbox"/>	<input type="checkbox"/>
multistoreyed buildings	<input type="checkbox"/>	<input type="checkbox"/>	no parking	<input type="checkbox"/>	<input type="checkbox"/>
central part of the city	<input type="checkbox"/>	<input type="checkbox"/>	places of interest	<input type="checkbox"/>	<input type="checkbox"/>
monuments and old churches	<input type="checkbox"/>	<input type="checkbox"/>	crowded and noisy streets	<input type="checkbox"/>	<input type="checkbox"/>

**Exercise 3. Discuss the following questions with a partner:**

- 1 Do you often go on business/vacation to foreign countries?
- 2 Is it difficult to find the way in a foreign city or town?
- 3 What means of city transport do you know?
- 4 What transport do you take to get to your office?

### II. On the line activities

**Exercise 4. Read the text. Guess the meanings of the words given in "bold".**

#### *Getting about a city*

When we think of Paris, Rome, London, Washington, Tokyo and other capitals we think of them as "cities". Cities are large and important towns. Most of the streets and roads in them are **wide** and **straight** but still there are some of them, which are **narrow** and **crooked**. These are old historical and ancient streets. Most of **multistoreyed** buildings appeared in the cities last century. They are hotels and offices. Cities and some ancient towns are always **crowded** and **noisy**. There is never a **shortage** of things to do and see in them. There are some "musts" in every city or town if this is your first visit to it.

There are very many ways of **getting about** a city or town. In the city there is a **wide choice** of tram, bus, and trolley-bus **routes** in addition to taxi-service. During the morning and evening **rush hours** when people are hurrying, the trams, buses and trains are always **overcrowded**. In England a bus has two floors and it is called a **double-decker**. A network of **coaches** links the capital with the chief cities of the country. Other networks link provincial towns.



There are four basic ways of getting around a city - by bus, underground, taxi or on foot. Generally, the quickest way is by underground or “**Tube**” as it is called in England and “**Subway**” in the USA, as the trains are not affected by traffic problems.

In the USA if a streetcar, bus or train is going towards the centre it is said to be going **downtown**. If it is going away from the centre it is said to be going **uptown**.

Walking is often quicker, still, if you are only going a short distance. But pedestrians should be careful approaching traffic while **crossing** the streets. They should always use the official crossing in the streets - Zebras marked by black and white **stripes**.

Getting around a city on **public transportation** is not easy. There are several ways to pay for bus transportation in the city. In some cities you drop your money into the **fare box**. In others you have to buy tickets before you get in the bus. In some you can buy a **special pass** to be used for a day, week or month. In other cities you buy **tokens** and use them to get in the bus.

If you can't get where you want to by bus or underground, you can take a taxi (**a cab** in the USA). In big cities it is difficult to stop a taxi in the street. It is easier to call a taxi company and ask them to send a taxi to your door. The meter will show the amount you have to pay. The driver will usually expect a **tip** of 10-15%. As for buses, trams and trolley-buses the passengers have to go to special places called stops where they can get in.

**Exercise 5. Read the following statements. Tick “T” if the statement corresponds to the content of the text and “F”- if it doesn't.**

<i>Statements</i>	<b>T</b>	<b>F</b>
1 When we think of Paris, Rome, London, Washington, Tokyo and other capitals we think of them as towns with equal population.	...	...
2 Large and important towns are usually called cities.	...	...
3 Rome and other cities mentioned in the text have developed so greatly that narrow and crooked streets have disappeared in them totally.	...	...
4 When you are in a big city you will always find interesting places to see.	...	...
5 There is a small choice of means of transport except a taxi service in a big city.	...	...
6 “Rush hours” is the time when people hurry to their jobs and back home.	...	...
7 The underground railway in Great Britain is usually called Subway and in the USA it is called Tube.	...	...
8 It is faster to move in the city by bus, trolley-bus or tram routes.	...	...
9 Moving downtown in the USA is going to the centre and uptown – in the opposite direction.	...	...
10 In a taxi you pay to a driver by the meter without any additional money.	...	...
11 In England the bus has two floors and is called a double-decker.	...	...
12 Pedestrians should not use the official crossing in the streets.	...	...
13 Walking is the quickest way of getting about a city or town.	...	...
14 Visitors to a foreign city must learn how to use buses and the underground.	...	...

**Exercise 6. Match the words with their meaning.**

- |                 |     |  |
|-----------------|-----|--|
| 1 double-decker | ... | <i>oral notice about events that have happened, are happening or will happen</i> |
| 2 coach         | ... | <i>opposite of wide; small; limited</i>  |
| 3 advertisement | ... | <i>not straight; bent; curved</i>  |
| 4 announcement  | ... | <i>a paid notice that tells people about a product or service</i>                |
| 5 crooked       | ... | <i>a lack of something needed</i>  |
| 6 narrow        | ... | <i>an unfortunate case or event</i>  |
| 7 shortage      | ... | <i>money charged for a journey by bus, ship, taxi</i>                            |
| 8 subway        | ... | <i>underground railway in England</i>  |
| 9 pedestrian    | ... | <i>underground railway in the USA</i>  |
| 10 fare         | ... | <i>a person who is walking, esp. in an area where vehicles go</i>                |
| 11 accident     | ... | <i>a bus with two decks</i>  |
| 12 tube         | ... | <i>a long-distance bus</i>   |

**Exercise 7. Answer the following questions.**

- 1 What are the main features of the city?
- 2 How do we call the time when the city transport carries the greatest amount of passengers and is overcrowded?
- 3 Can passengers stop a tram or a bus to pick them up at any place in the city?
- 4 How do passengers pay for different transport means?
- 5 What are the main means of getting about a city?
- 6 When walking is the quickest way of getting about a city?
- 7 How do people in the USA call the direction when they move to the centre of the city and back?
- 8 How is the official crossing called?
- 9 What is the difference between a "special pass" and a ticket in city transport?
- 10 What is the easiest way to use a taxi in big cities?

## II. Between the line activities

**Exercise 8. Reading for information. Read the text and answer the questions.**

### Tips for travellers

**London buses.** Most are red double-deckers. There are two types of stop: compulsory where all buses indicated stop without being hailed, unless they are full, and request where buses stop only when you raise your hand allowing the driver to see you well in advance. The fares vary according to the distance and which and how many of the fare zones you travel through.

**The London Underground,** also known as the "Tube", is the fastest way to travel around London, especially over long distances. The Underground Map is designed to indicate clearly which stations allow you to transfer from one line to another. The Underground system is divided into six fare zones, with the city centre being Zone 1. The ticket price depends on how many zones you travel through.

**Bus tours.** Sightseeing bus tours depart frequently, last about 90 minutes with live commentary by professional guides or recorded commentary available in several languages. Tickets may be purchased on boarding a bus.

**Questions:**

1. What is a usual colour of public buses in England?
2. What types of bus stop are there in England?
3. Does the fare depend on the distance in the cities of England?
4. How many fare zones is the Underground System divided into?
5. What does the ticket price in the Underground depend on?
6. Where can you buy a ticket to a bus tour?

**Exercise 9. Match the word/word-combinations with their meanings.**

- |  |                          |                        |
|--|--------------------------|------------------------|
| 1 a technical means to regulate the movement of cars, tracks, buses and people | <input type="checkbox"/> | entrance               |
| 2 a place to wait for a public transport                                       | <input type="checkbox"/> | crossing               |
| 3 a place to wait for an underground train                                     | <input type="checkbox"/> | an underground station |
| 4 a place where you can fuel the transport means                               | <input type="checkbox"/> | bus stop               |
| 5 a construction over the river used by transport and people                   | <input type="checkbox"/> | pavement               |
| 6 a place to apply or call for protection from hooligans or criminals          | <input type="checkbox"/> | exit                   |
| 7 a place where you can get in a train to leave the city                       | <input type="checkbox"/> | railway station        |
| 8 a place through which people are going out                                   | <input type="checkbox"/> | traffic lights         |
| 9 a picture to help the drivers and people in the streets                      | <input type="checkbox"/> | road sign              |
| 10 a place through which people are coming in                                  | <input type="checkbox"/> | police station         |
| 11 a part of a road for people to go   | <input type="checkbox"/> | bridge                 |
| 12 a part of the street that people use for passing from one side to the other | <input type="checkbox"/> | petrol/gas station     |

**Exercise 10. Read the sentences. Choose and fill in the missing words in the correct form.**

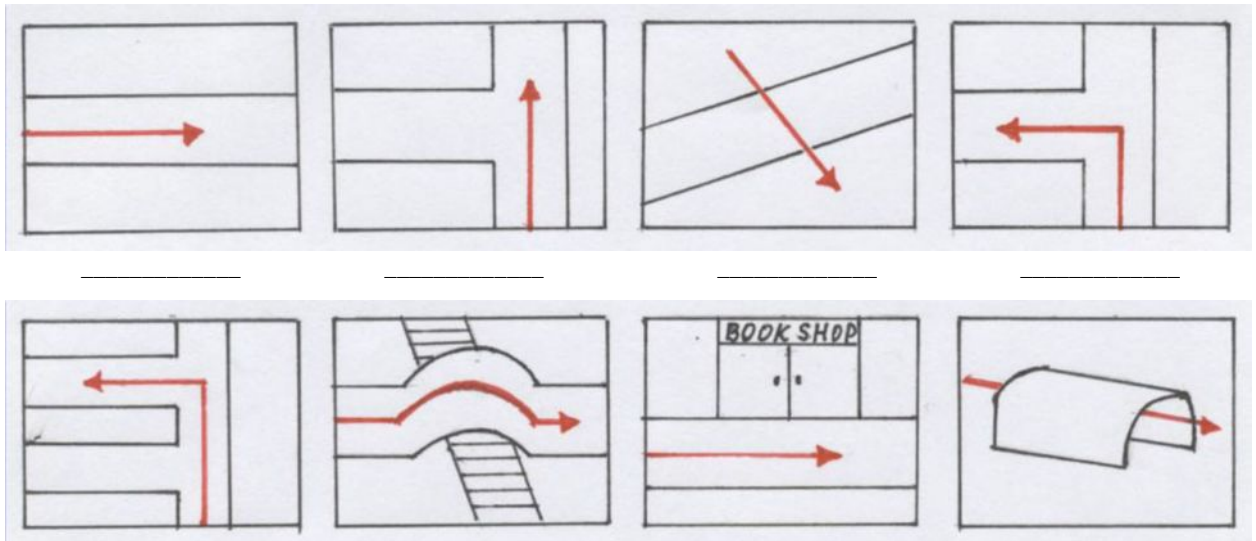
*Building, skyscrapers, outskirts, bridge, advertisements, way, downtown, inhabitants, zoo, fare, subway, excursion, passenger, park, stadium.*

- 1 Going about the town to see the places of interest is called a/an ..... . Such ..... are organized not only for foreigners but for the natives too.
- 2 The money paid for a journey in a tram, bus or train is ..... . But in the underground people pay the ..... buying a token.
- 3 The person who travels by tram, bus or train is ..... . But ..... can use a pass card for a period of a year, month, week, etc.
- 4 A large piece of ground in town or city with greenery for public use is ..... . There are very many ..... in London such as Hyde Park, St. James Park, Richmond Park and others. St. James Park is one of the most beautiful ..... of London and it is situated in the middle of the city.
- 5 A park in which animals are kept for exhibition is ..... . Many families with their children prefer to spend their free time in the ..... on Saturday or on Sunday.
- 6 A field for sports with seats around it is ..... . New ..... are very impressive and they meet the requirements of international standards.
- 7 The underground railway system in the USA is called ..... . It is very quick and comfortable.
- 8 Halifax is a town of one hundred fifty thousand ..... standing on the River Calder.
- 9 I am going ..... to do some shopping.
- 10 Which is the shortest ..... to the nearest town?
- 11 ..... along the roads are very interesting and informative.
- 12 Of the numerous bridges which cross the Thames the Waterloo ..... is one of the most graceful.
- 13 London airport is on the western ..... of London.
- 14 The great collection of ..... towering over Manhattan is the chief feature of New York.
- 15 One of the highest .... in the USA is the 102- storeyed Empire State Building.

## IV. Beyond the line activities

### Exercise 11. Match the phrases and diagrams.

go through, go across, go over, take the second left, go along, go past, go straight ahead (on), turn left (take the first left)



### Exercise 12. Read the following dialogues, and act them out with a partner.

#### Dialogue I

**Man:** Excuse me, could you show me the way to the Museum of Natural History? Do I take this street or that?  
**Passer-by:** Take this one.  
**Man:** Is it far from here?  
**Passer-by:** Well, it's quite a distance. I'd say about five streets. It'll take you about twenty minutes to get there.  
**Man:** Thank you very much.  
**Passer-by:** Not at all.

#### Dialogue II

**Woman:** Pardon me...  
**Passer-by:** Yes, what is it?  
**Woman:** I'm a stranger here and I'm completely lost. Could you please tell me the way to the Railway Station?  
**Passer-by:** I happen to be going in that direction myself, so I could show you the way.  
**Woman:** Oh, please, don't trouble yourself so much. You are probably in a hurry... Just explain to me the nearest way to get there, please.  
**Passer-by:** Well, then, you must go down this street, and turn right at the second corner.  
**Woman:** Can I see the station from there?  
**Passer-by:** Yes, you can. It's that large grey three-storeyed building right across the square.  
**Woman:** Thank you so much. I'm sure I'll have no difficulty in finding it now.

#### Dialogue III

**Man:** Excuse me, could you tell me the shortest way to the underground station?  
**Passer-by:** I certainly can. It's a 30 minutes' walk from here, but if you don't want to walk you can take a bus.

**Man:** Where is the nearest bus stop?  
**Passer-by:** It's just round the corner. Go straight ahead as far as the traffic lights, then turn to the right and there it is.  
**Man:** Thank you. And what bus should I take?  
**Passer-by:** Bus 51.  
**Man:** At what stop should I get off?  
**Passer-by:** Er ... At the Cherry Street.  
**Man:** Thank you very much.  
**Passer-by:** Not at all.

#### Dialogue IV

**Man:** Excuse me, what's the best way of getting into Manhattan?  
**Travel agent:** Well, the best way is by cab.  
**Man:** But that's expensive, isn't it?  
**Travel agent:** Yeah, but there is also a bus, which costs about \$10.  
**Man:** I see. How often do buses run?  
**Travel agent:** Oh, well ..... they run every 10 minutes.  
**Man:** And how long will it take?  
**Travel agent:** About an hour and a quarter.  
**Man:** Thank you.  
**Travel agent:** Welcome.

#### Dialogue V

**Receptionist:** Can I help you?  
**Guest:** Yes. I need to find a chemist's – is there one near here?  
**Receptionist:** Yes, you go out of the hotel, and turn right. There's a chemist's on the right. If that one is closed, there's another one that is always open.  
**Guest:** Where's that?  
**Receptionist:** Go out of the hotel, turn left, go as far as the corner, turn right. The chemist's is just round the corner on the right.

#### Dialogue VI

**Frank:** What will we do now?  
**Monika:** Well, we haven't been to Amir Temur Museum yet.  
**Frank:** No, we haven't. Let's go there. Oh, but wait a minute.  
**Monika:** What's the matter?  
**Frank:** It's Sunday today. Isn't it closed?  
**Monika:** No, it isn't.  
**Frank:** Are you sure?  
**Monika:** Yes, I am. I asked Saida. She said all museums would be open on Sunday.  
**Frank:** All right, then let's go.  
**Monika:** I'm not sure of the way.  
**Frank:** You'd better look at the map to make sure. Where is the map?  
**Monika:** It is in my bag. Here you are.  
**Frank:** Thank you. Let me look. Here we are. We must turn left and go along this street here.  
**Monika:** Are you sure? I think we should go the other way  
**Frank:** Don't think too hard. I'm sure we shouldn't. Hey, you are looking at the map upside down. Look. It's quite clear. We must turn right, cross the road and turn left.  
**Monika:** Yes, you are right.  
**Frank:** And if we turn right and go along this street here, we will get to Amir Temur Museum, won't we?  
**Monika:** Yes, but you have just said that we should cross the road, haven't you?  
**Frank:** Maybe that was wrong. OK, let's go.

**Exercise 13. Read the situations and listen to the questions. Choose the appropriate question and tick the letter.**

**Situation 1** **a** **b** **c**  
You are going along the street in a small town. You need to get to the airport. But you don't know where it is. How will you ask anybody in the street to help you? ... ... ...

**Situation 2** **a** **b** **c**  
You are in the street in a big industrial city. You are in a hurry because the meeting at the company will start in an hour. You know the number of the bus. How will you ask anybody in the street to help you? ... ... ...

**Situation 3** **a** **b** **c**  
You are at the corner of the street. You have to go by the underground and then take a bus. But you don't know where it is. How will you ask anybody in the street to help you? ... ... ...

**Situation 4** **a** **b** **c**  
You are going out from the hotel. You are planning to visit the City Business Centre. You know the best way to get there is by underground. How will you ask the receptionist to help you? ... ... ...

**Situation 5** **a** **b** **c**  
You are sitting at the table in your room at the hotel. You are looking at the plan for tomorrow. You'll have the meeting with the bank manager. You have the bank's address. It is on the crossing of two streets. You want to get there tomorrow. How will you ask the receptionist to help you? ... ... ...

**Situation 6** **a** **b** **c**  
You are driving a car in a large city. You want to do some shopping. But you don't know whether it is the right way. You stop the car near a policeman. How will you ask the policeman in the street to help you? ... ... ...

**Situation 7** **a** **b** **c**  
You have arrived at the airport. You are the leader of the group of businessmen. You have a full name of the hotel and the bus number that goes straight to it. How will you ask anybody to help you at the information desk? ... ... ...

**Situation 8** **a** **b** **c**  
You have lost your way while looking for the necessary street. It is the South street. How will you ask anybody in the street to help you? ... ... ...

**Situation 9** **a** **b** **c**  
You are standing at the bus stop. A lot of buses stop here. You need to go to the Central Railway Station. How will you ask anybody to help you at the bus-stop? ... ... ...

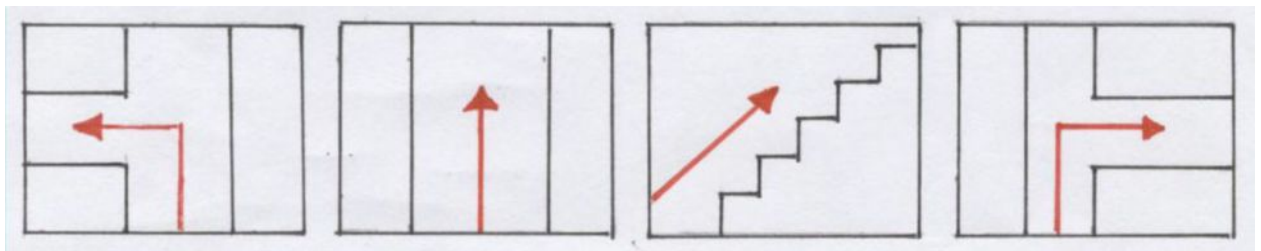
**Situation 10**

**a**    **b**    **c**  
 ...    ...    ...

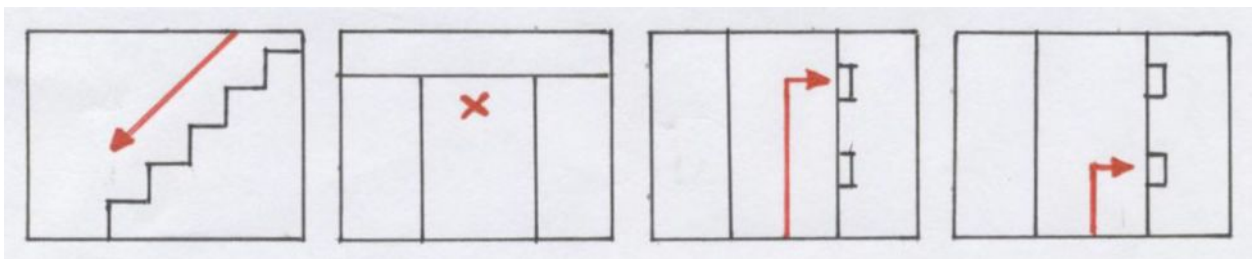
You are at a hotel in Oxford city. Tomorrow you are taking part in the conference at the Oxford University. But you don't know how to get to it. How will you ask the receptionist to help you?

**Exercise 14. Match the phrases and diagrams.**

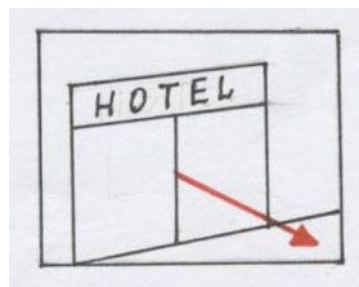
it's the second door on your right, go (come) out of, go upstairs, go along the corridor, turn left, it's at the end of the corridor, go downstairs, turn right, it's the first door on your right



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Exercise 15. We should also know how to get around a building. Here are some short dialogues illustrating how to give directions indoors. Read them and act them out with a partner.**

**Dialogue 1**

**Visitor:** Excuse me, which room is Mr Oliver in?

**Receptionist:** He is in room 305.

**Visitor:** How can I find 305?

**Receptionist:** Take the lift to the second floor. When you come out of the lift turn right, walk along the corridor and you'll see it on the right.

**Visitor:** Thank you.

**Receptionist:** You are welcome.

### Dialogue 2

**Visitor:** Excuse me, where's Mr Trump's office ?

**Receptionist:** It's on the third floor. Take the lift. When you go out of the lift turn left, go along the corridor and Mr Trump's office is the second door on your right.

**Visitor:** Thank you.

**Receptionist:** No at all.

### Dialogue 3

**Guest:** Excuse me, where's the restaurant, please?

**Receptionist:** It's on this floor. Just go across the lobby, through that doorway and then down the corridor. You'll see it at the end of the corridor, facing you.

**Guest:** Thank you.

**Receptionist:** Not at all.

### Dialogue 4

**Guest:** Excuse me, I'm looking for the conference room.

**Receptionist:** Yes, sir. It's on the top floor. When you come out of the lift, turn right. Go past the stairs to the winter garden, turn left and the conference room is on your right.

**Guest:** Thank you.

**Receptionist:** You are welcome.

### Dialogue 5

**Guest:** Excuse me, where is the hairdresser's, please ?

**Receptionist:** It's in the basement, madam. Go through that door on the other side of the foyer and then down the stairs. Turn right, go along the corridor and you'll see it in front of you.

**Guest:** Thank you.

**Receptionist:** Welcome.

**Exercise 16. Put in the missing verb from the box in the correct tense form. One word can be used more than once.**

*to walk, to cross, to change, to get around, to take,  
to get off, to get in, to turn, to get, to tell*

- 1 It isn't easy ..... in London.
- 2 Let's ..... the street here.
- 3 We ..... all the way to the underground station yesterday.
- 4 You'll have ..... a bus in 18th street.
- 5 I usually ..... to my work by bus.
- 6 Where should I .....? I want to do some shopping.
- 7 Could you ..... me the way to the nearest underground station ?
- 8 The bus is very full. You can't ..... it. Let's wait for another one.
- 9 Walk straight ahead for two blocks and then ..... left.
- 10 Hurry up! ..... bus number 11 and you'll be at the railway - station in time.
- 11 Take bus 51 and then ..... to tram 7.

**Exercise 17. Supply the correct preposition where necessary.**

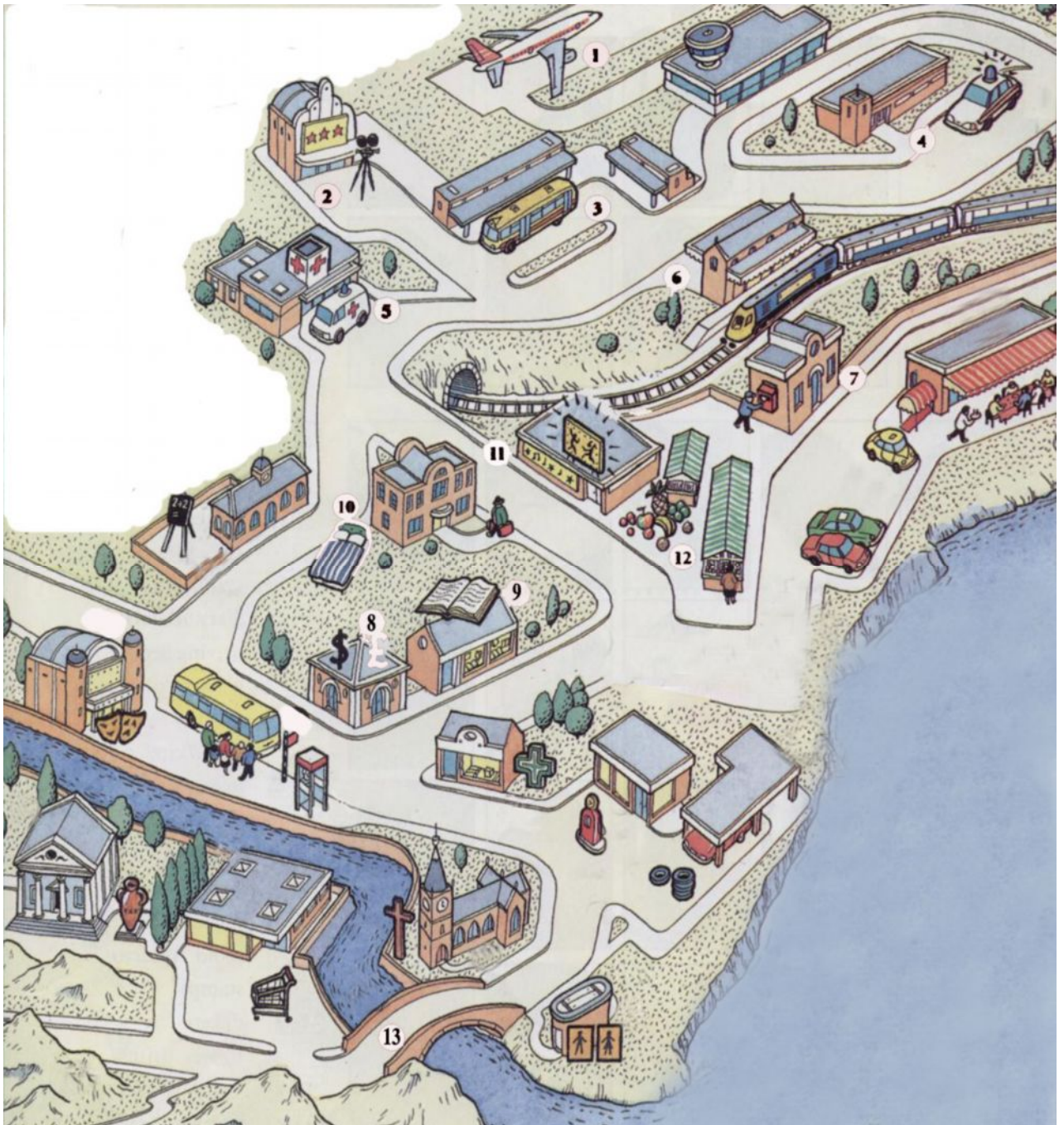
- 1 Will this bus take me ..... the Central Square?
- 2 Are you getting ..... the next stop?
- 3 Go straight ..... and turn ..... left.
- 4 What is the shortest way ..... the bank?
- 5 Where do I have to change ..... bus 51?
- 6 You should get ..... the last stop.
- 7 It is three blocks ..... here.
- 8 Buses stop ..... special stops to pick ..... passengers.



- 9 His office is the second door ..... the right.
- 10 Could you stop ..... the snack bar?
- 11 You should just go ..... the hotel and turn ..... right.
- 12 The station is two blocks ..... your left.
- 13 Keep straight .... until you get ..... the end ..... the road.
- 14 The Post Office is ..... the hotel.

**Exercise 18 (a). Match the places and pictures.**

- airport     market     bridge     bank     hotel     hospital
- post office     book shop     cinema     disco     bus station
- police station     railway station



The picture is reproduced from the Textbook: Clive Oxenden, Paul Seligson. English file

**(b) Look at the picture and supply the following mini-dialogues with the prepositions.**

opposite, at, across, between, behind, at, next to, in front of, over, to

- 1 - Excuse me, please. Where's the bus station?  
- It's ..... the airport and the hospital.
- 2 - Excuse me, how can I cross the river?  
- Oh, there's the bridge ..... the river.
- 3 - Excuse me. Is there a market near here?  
- Yes, there is. Let's see. There's one ..... the disco.
- 4 - Excuse me. Is there a bank near here?  
- A bank? Yes, over there, ..... the corner ..... the book shop.
- 5 - Excuse me, please. I'm looking for the hotel nearby.  
- There's a hotel ..... the disco.
- 6 - We've got some time before the flight. Let's go to the cinema. Where's the nearest one?  
- I know there's the cinema ..... the end of the street.
- 7 - Excuse me. Can you help me, please? I can't find the disco.  
- It's just ..... the left of the market.
- 8 - Excuse me. Where's the post office, please?  
- It's ..... the railway.
- 9 - Where is the ambulance?  
- It's ..... the hospital.
- 10 - Excuse me. Where's the airport?  
- It's ..... the police station.

**Exercise 19. Look at the sign and tick the correct version of its meaning.**



- 1 "No Left Turn"
- 2 "Cross Here"
- 3 "Parking"



- 1 "Petrol Station"
- 2 "Two -way Traffic"
- 3 "No entry"



- 1 "No Parking"
- 2 "No Passage"
- 3 "Turn right"



- 1 "Private"
- 2 "Out When Crossing"
- 3 "No entry"



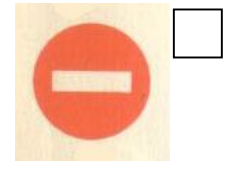
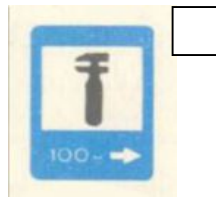
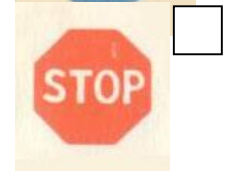
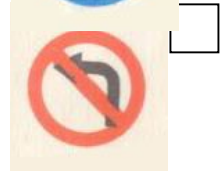
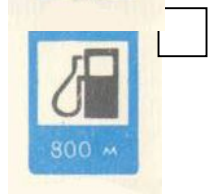
- 1 "Used Tickets"
- 2 "One Way Only"
- 3 "Bus Stop Request"



- 1 "Service Station"
- 2 "Obey Park Regulations"
- 3 "Keep our town clean"

**Exercise 20. Match the road sign with its meaning. Put the number of the road sign.**

- 1 One-Way Street
- 2 Cycle Route
- 3 Speed Limit
- 4 Service Station
- 5 No Left Turn
- 6 Turn Right
- 7 Stop
- 8 No Entry
- 9 No U-Turn
- 10 Gas Station
- 11 Parking



**Exercise 21. Read the statements and choose the most appropriate answer.**

**I**

**1 Can you tell us the way to the Navoi Theatre?**

- a) No, I can't.
- b) We'll have to ask somebody else.
- c) This is the wrong way.

**2 Ask that man!**

- a) Where is the Navoi Theatre?
- b) Excuse me, how can we get to the Navoi Theatre?
- c) Is this the right way to the Navoi Theatre?

**3 No, you are going the wrong way. You should turn left at the traffic lights.**

- a) I think so. Thank you.
- b) Thank you for help.
- c) After that post office?

**II**

**1 You have arrived in Tashkent, but you have a problem. A passer-by asks you what's wrong with you.**

- a) Where am I?
- b) I have lost my way.
- c) I can't find my hotel.

**2 You are in the centre of the city.**

- a) Is this Navoi Street?
- b) Yes, I know.
- c) Yes, but what street is this?

**3 Which street are you looking for?**

- a) This street
- b) Pushkin Street.
- c) It is written here.

**4 What address are you looking for?**

- a) I have left the address at the hotel.
- b) I don't know.
- c) Registan Square.

**5 What is the name of your hotel?**

- a) It's not far from here.
- b) It's Uzbekistan.
- c) It's in my bag.

**III**

**1 Do you know how to get there?**

- a) Is it far?
- b) I am not sure.
- c) I hope you know where it is.

**2 I know where it is.**

- a) Is this the right way?
- b) Is it on left?
- c) Is it on right?

**3 I think you'd better take the underground.**

- a) Where is the nearest underground station?
- b) Can I walk there?
- c) Is it that far?

**4 Just go straight ahead.**

- a) Should I turn left?
- b) Then what?
- c) Up to where?

**5 Take the second turn to the left.**

- a) Is that far?
- b) All right.
- c) Don't I turn left?

**6 Do you see the traffic lights?**

- a) No, I don't.
- b) Yes, I do.
- c) The green light?

**7 Then go as far as the traffic lights.**

- a) Thank you.
- b) I am afraid I'll miss it.
- c) I am not sure I can find it.

**IV**

**1 Are you sure you can find your way now?**

- a) What did you say?
- b) Yes, I think so.
- c) I'll try.

**2 You can take a bus, you know.**

- a) The 51 bus?
- b) Which bus?
- c) How long will it take?

**3 It's the 33 bus.**

- a) How long will it take?
- b) How often do buses run?
- c) How much is it?

**4 It'll take you 20 minutes.**

- a) Thank you.
- b) Can I walk there?
- c) Where should I get off?

**5 You'd better get off at the supermarket stop.**

- a) What did you say?
- b) Thank you.
- c) I'll ask anybody else.

**Exercise 22. Listen to the dialogues and tick the most appropriate answer.**

**Remember, there could be more than one choice.**

<p><b>1. This conversation is about:</b></p> <p>... Finding the way.</p> <p>... Finding the way to the bank.</p> <p>... Greetings.</p> <p>... Saying good-bye.</p> <p>... Meeting friends in the street.</p> <p><b>3. This conversation is about:</b></p> <p>... Finding the way.</p> <p>... Finding the way to the book shop.</p> <p>... Asking for help.</p> <p>... Saying good-bye.</p> <p>... Meeting friends in the street</p> <p><b>5. How far is the Central Market?</b></p> <p>... It's 25 minutes by bus.</p> <p>... It's 10 minutes by taxi.</p> <p>... It's more than 11km.</p> <p>... It's about 2 kilometres.</p> <p>... No information.</p> <p><b>7. The police station is:</b></p> <p>... 20 minutes on foot.</p> <p>... Opposite the museum.</p> <p>... Near the square.</p> <p>... At the traffic lights to the left.</p> <p>... At the traffic lights to the right.</p> <p><b>9. This conversation is about:</b></p> <p>... Going to the centre of the city.</p> <p>... The names of the bus – stops.</p> <p>... The number of buses.</p> <p>... Changing the buses.</p> <p>... The convenient way of getting to the centre of the city.</p>	<p><b>2. The post-office is:</b></p> <p>... Round the corner.</p> <p>... Not far from the museum.</p> <p>... Opposite the post office.</p> <p>... Opposite the museum.</p> <p>... Next to the bank.</p> <p><b>4. The hospital is:</b></p> <p>... At the corner.</p> <p>... Around the bus stop.</p> <p>... You should go straight ahead.</p> <p>... Near the bus stop.</p> <p>... You should turn to the left.</p> <p><b>6. This conversation is about:</b></p> <p>... Finding the way.</p> <p>... Finding the way to Mukimi Street.</p> <p>... Asking for help.</p> <p>... Asking the time.</p> <p>... Looking for the turning.</p> <p><b>8. This conversation is about:</b></p> <p>... Finding the way.</p> <p>... Asking the bus stop.</p> <p>... Asking for help.</p> <p>... Asking the way to the airport.</p> <p>... Meeting friends in the street.</p> <p>...</p>
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**Exercise 23. Listen to the dialogue and answer the questions.**

- 1 Where is Bakhrom calling from?
- 2 Who is Bakhrom calling ?
- 3 What is Bakhrom going to do?
- 4 What means of transport does Bakhrom want to use?
- 5 Is Bakhrom going to look around the city?
- 6 Where is Anvar's office?

**Exercise 24. Ask your friend where the following places are located and how you can get there.**

- |                                  |                                 |
|----------------------------------|---------------------------------|
| a) the Tashkent State University | f) the nearest post-office      |
| b) the Uzbekistan hotel          | g) the airport                  |
| c) the nearest market            | h) the Amir Temur Museum,       |
| d) the National drama theatre    | i) the Northern Railway Station |
| e) the Chorsu hotel              |                                 |

**Exercise 25. Read the conversations and put the lines in the correct order.  
Put the number of the sentence opposite it.**

**Asking the way**

	<ul style="list-style-type: none"><li>- You are welcome</li><li>- Thanks a lot.</li><li>- Take this one.</li><li>- Excuse me, couldn't you show me the way to the Central Department Store?</li><li>- Should I go along this street or that one?</li><li>- Well, it's quite a distance. I'd say about four blocks. It'll take you twenty minutes to get there.</li><li>- Is it far from here?</li><li>- Yes, I can.</li></ul>
--	---

At a bus stop

	<ul style="list-style-type: none"><li>- It will take not more than fifteen minutes. This is not so far from here.</li><li>- Thank you. How long will it take me to go there?</li><li>- The Independence Square? Let me see. I think you have to take bus number 51. It stops at this corner.</li><li>- Will you tell me, please, how I can get to the Independence Square?</li></ul>
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**In the bus**

<ul style="list-style-type: none"><li>-Yes, sir, ... come along, hurry up, please. Fares, please.</li><li>- ..... sums, please.</li><li>- The next stop is yours, sir. ... The Aloy Market. You should get off.</li><li>- Will you tell me, when to get off, please?</li><li>- One, to the Aloy Market.</li><li>- Excuse me, does this bus go to the Aloy Market?</li></ul>	
---	--

**Exercise 26. Complete the dialogues.**

**I. A:** Excuse me, is this the right way to the Independence Square?

**B:** \_\_\_\_\_

**A:** Thank you very much.

**II. A:** Excuse me, can you tell me the best way to the National University?

**B:** \_\_\_\_\_

**A:** Can I get there by tube?

**B:** \_\_\_\_\_

**A:** Thank you.

**III. A:** Excuse me, how far is the nearest supermarket?

**B:** \_\_\_\_\_

**A:** Which bus goes there?

**B:** \_\_\_\_\_

**IV. A:** Excuse me, officer, can you tell me how to get to the post-office?

**B:** \_\_\_\_\_

**A:** Will you say it again, officer?

**B:** \_\_\_\_\_

**A:** Thank you very much.

**V. A:** Can you tell me where the Central bookstore is?

**B:** \_\_\_\_\_

**A:** O.K. Thank you, anyway.

**VI. A:** Does this bus go to the stadium?

**B:** \_\_\_\_\_

**A:** Can you tell me where to get off?

**B:** \_\_\_\_\_

**VII. A:** Just a minute, sir. Didn't you see that sign?

**B:** \_\_\_\_\_

**A:** Then why did you cross the street here?

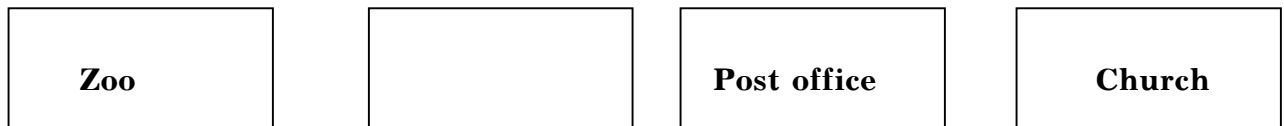
**B:** \_\_\_\_\_

**A:** That doesn't make any difference. You shouldn't cross the street if there is no traffic coming.

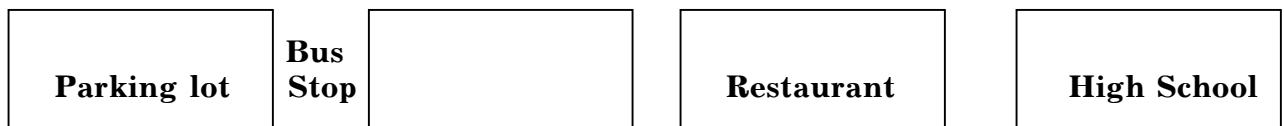
**Exercise 27. Role play 1. Use the maps A and B of a city and make the dialogues with a partner. Student A should find out where the following buildings are on the map A and student B should find out where the following buildings are on the map B.**

**Map A**

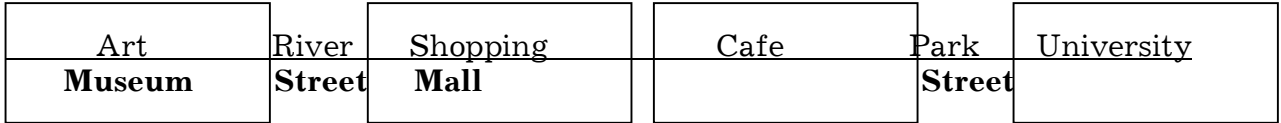
*The hotel, the police station, the petrol station, the concert hall*



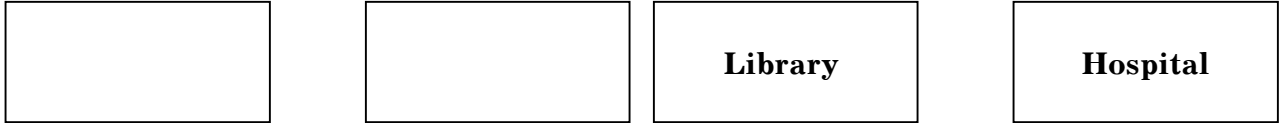
**Central Avenue**



Second Avenue



First Avenue



**Map B.**

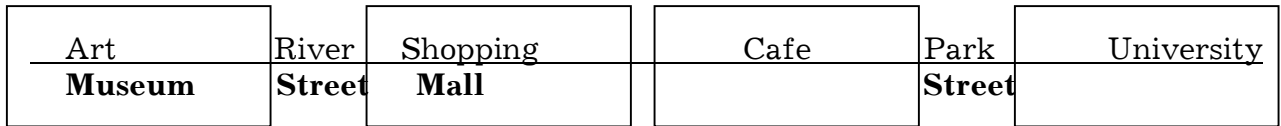
*The zoo, the high school, the hospital, the restaurant*



Central Avenue



Second Avenue



First Avenue





**Exercise 28. Role play 2. Use a map of your city or town and do the following assignments.**

- 1 Explain how to get to the main places of interest.
- 2 Explain how to get to the best restaurant.
- 3 Explain how to get to the cheapest but a very nice cafe.
- 4 Explain how to get to the best hotel.
- 5 Explain how to get to an interesting museum.

**Glossary of key words and phrases**

traffic lights

a gas station

a bus terminal

a coach - a bus going between towns

a motorway=high way

a store(Am)=a shop(Br)

a bridge

to transfer=to change

to cross

to pass

Please, could you tell me the way to ..... (the nearest bus-stop)?

Could/can you tell me which way ..... (the nearest bus-stop) is?

Where is ..... (the nearest bus-stop)?

Is the supermarket within the walking distance from here?

Could/can you show me the way to ..... (the nearest bus-stop)?

How do/can I/we get to ..... ( the nearest garage)?

You/we can get/go there by bus.

The best way is by underground.

You/we can walk there

Turn to ..... (the left/the right ) at the corner.

Take the first/second/third turn on the right/the left.

You can't miss the large supermarket.

Go straight on/ahead.

Drive/go along/down the street.

Drive/go for about 500 metres.

Cross the street/the square/the bridge.

You can take bus 10 and get off at the square.

Where should/ shall I/we get off?

Get off at the last/next stop.

Do buses/trolley- buses stop here?

How much is the fare?

**Take me to the airport.**

Stop at the theatre

How far is the Central Bank (from here)?

It's a long way/far/not far (from here).

How long will it take me to get there?

It's about 20 minutes by taxi.

meter

to get in/off

to get to

## Unit VI

### COMMUNICATING BY MAIL

#### I. Focusing activities

**Exercise 1. The following list contains the words related to the idea of communication at a distance. Copy the required terms under the titles given in the table.**

letter, stamp, envelope, air mail, ordinary mail, message, communicate, network, get an access, exchange messages, photo telegram, ordinary telegram, telegraph money-order, trunk call, book post, long distance call, file, fax.

Internet	E-mail	Post office	Telegraph	Telephone
.....	.....	<i>postal service</i>	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

**Exercise 2. Answer the questions. Discuss your answers with a partner.**

- 1 How often do you call at a post-office?
- 2 What do you do at a post-office?
- 3 Where is the Central Post-Office in your city or town?
- 4 What can you buy at a post-office?
- 5 Do you like to write letters?

#### II. On the line activities

**Exercise 3. Read the text. While reading it find the answers to the following questions.**

1. Do you always need to go to the post office when you want to send a message to your friend?
2. What main services does every post office perform?

#### At the Post-Office

When travelling you need to send a postcard to share the impressions with your friend or relatives, to send a telegram or to get a postal order, or a money order. Where will you go to do it? You must go to the post-office. There is a post-office in every small and large town and nearly every village in a country. Large towns – cities-, of course, have more than one.

If you only want to post an already stamped letter, you needn't go to the post-office; ask for the nearest letter box or pillar box, anybody will tell you. You can recognize these boxes easily in England, because they are painted red. If you want your letter to arrive more quickly than by ordinary post, you can send it by Air Mail or E-mail. Letters are delivered to your home or office by a postman and telegrams by a telegraph boy.

Many of us do not appreciate the tremendous job the post-office does in getting and delivering mail and morning papers. This is a very important job. Be sure, if you send a letter to the most out-of the way places it will get there. In every part of the world you can see post-office men doing their job day and night.

Let's pay a visit to a post-office and see what the inside of it looks like.

There is generally a separate counter or window for each department: one for the Postal Orders, one for Stamps, one for Telegrams, one for Letters To Be Called For, one for Registered Letters and so on.

You can see customers standing at various windows and buying stamps, envelopes, postcards, registering letters and sending postal orders. Some people are inquiring if there are any letters for them at the Post Restante (Br) or Caller's Letters, General Delivery (Am). The post-office maintains this service for those who prefer to pick up their mail in person. The "Post Restante" window keeps mail until it is called for. You can also see people writing telegrams or sending books by book-post and parcels by parcel post. If you want to send a parcel you hand it to the clerk, who weighs it on scales and gives you the necessary stamps. The amount you have to pay depends on the weight of the parcel. The window marked "Parcel Post" handles all parcels or packages. Don't forget to insure your parcel if you've got something really valuable in it. This costs but a trifle, but makes delivery double sure. The larger post-offices even maintain a wrapping and packing service.

If you want to send a printed matter (newspapers, magazines or books), you'll have to go to the window marked "Book Post".

In many post-offices and also in the streets there are public telephone-boxes from which you can telephone.

**Exercise 4. Match the words with their meaning.**

Words	Word meaning
1. letter	<b>a</b> to do more detailed and more important examination
2. note	<b>b</b> to make safe, to guarantee
3. message	<b>c</b> to put a question
4. to inquire	<b>d</b> to telegraph
5. to ask	<b>e</b> a short informal letter
6. to wire	<b>f</b> a written message
7. to insure	<b>g</b> to put smth else in the envelope with the letter
8. to enclose	<b>h</b> a written or spoken information for somebody

**Exercise 5. Express the following in one word. Write it down opposite its definition.**

Word meaning	Words
1 a man who collects or delivers the post	.....
2 mail sent by air	.....
3 the writing on a letter showing where it is to be sent	.....
4 a written message	.....
5 a box for posting letters	.....
6 the day when a letter is written	.....
7 a telegraph dispatch	.....
8 paper showing that the money has been paid	.....
9 a card conveying a message by post	.....
10 a short written message	.....

**Exercise 6. Finish the statement by choosing the required ending in the second column. Keep in mind that more than one variant is possible.**

Part one	No	Part two
a) If you want to send a telegram you ..		1. ... don't need to go to the post office.
b) If you want to send a letter you ....		2. ... must go to the post office.
c) The caller's letter is the letter that ...		3. ... is not delivered to your home or office.
d) If you want to be aware that your letter has reached the addressee ...		4. ... is allowed to take your letter.
e) A Post Restante letter ...		5. ...go to the post-office to the Registered Letters Department, get your letter registered and leave it there. Be sure, you will receive a note that your letter has been delivered to the addressee.
f) For sending a parcel you ...		6. ... have to hand it to the clerk who weighs it and gives you necessary stamps.
g) To pick up the mail in person means that nobody except you ...		7. ... are delivered to the addressee by a messenger boy.
h) Mail or any kind of papers (newspapers, magazines) or parcels ...		

**Exercise 7. Match the word or word-combination in British English with the synonym in American English.**

<u>British English (Br)</u>	<u>American English (Am)</u>
1. scales	return address
2. counter assistant	money order
3. post-office van	package
4. postman	express mail
5. letter-box / post-box	scale
6. postbag	greeting card
7. delivery by courier	postal clerk
8. dispatch-rider	messenger
9. parcel	mail truck
10. greetings card	mailbag
11. address of sender	delivery by messenger
12. postal order	mailbox
13. special delivery	mailman

**Exercise 8. Answer the following questions.**

1. What departments are there at a post-office?
2. Must you go to the post-office if you want to post a letter?
3. Why do you easily recognize the letter-boxes in England?
4. What does to get "Poste Restante" mean?
5. Where do you drop your letter?
6. What does the post-office clerk do when you send a parcel?
7. What is provided free of charge at a post-office?
8. Do you think post-office plays an important role in your life?

**III. Between the line activities**

**Exercise 9. Reading for information. Read the text. While reading it find the answers to the following questions.**

1. What will you need if you have to write a letter to someone?
2. What do you do after you have written a letter?
3. Where is a sender's address written in England and the USA?
4. Where is an addressee's address written?

If you have to write a letter to someone you will want a pen to write with. You will need some note- paper to write the letter on. And you will need an envelope to put your letter into. The envelopes and stamps are generally bought at a post- office.

When you have written your letter you will fold it and put it inside the envelope. On closing the envelope you seal it up and stick a stamp in the right – hand corner. Then you address the envelope. The address on the envelope naturally includes the name of the addressee. The address should be written in the lower half of the envelope to the right.

Mr B.N. White, and B.N. White, Esq.;  
Mrs J.D.Black  
Miss N.M. Norman

A man must be addressed Mr or Esq but not both. A lady is addressed Mrs before the name of a married woman and Miss before the name of an unmarried one.

The house number and the name of the street form the second line of the address. When writing letters to the USA the name of the state must follow the name on the envelope. The name of the town follows the street. The last item of the address is the country. The name of the state is usually abbreviated.

B. L. Smith  
1018 Grand Concourse  
Apt 53,  
Bronx, N.Y

Mr B.A.Jackson  
87 Broadway  
Suite 24,  
New York City, N.Y

In the USA Americans write the sender's address at the top left-hand corner of the envelope.

Note, you will write the address to England in the following way:

Mr A.B. Brown,  
  
28 Morgan St.,  
London, EC  
England

The Editor ,  
  
The Automobile Magazine,  
Fleet Street,  
London EC, 4

E.C., and E.C, 4 are the London postal districts. London and its suburbs are divided into eight districts: E.C., W.C. (East Central, West Central), E., N.E., N.W., W., S. W., and S.E. Each of this has a number of subdivisions, such as S.W. 27, etc.

English people do not write the address of the sender at the bottom of the envelope. They write it on the back of the envelope in this way:

George W. Stoner, Esq.  
12 , Senlip St.,  
London , S.E.5  
England

The services differ from country to country. In the United States, for instance, you'll find Night Letter and Day Letter telegram messages. The Night Letter (NLT) is a telegram sent when the wires are least busy. There is a reduced charge for this form of service. The Day Letter is sent off almost immediately and must be delivered the same day it is sent.

Now you may sit down comfortably and write a letter or telegram. Tables and chairs are provided for this purpose at a post – office.

**Exercise 10. Match the words with their meaning.**

<i>Words</i>	<i>Word meaning</i>	
1. mail–box	the government system of carrying and delivering letters, telegrams in Great Britain	
2. post – box pillar-box letter-box	letters, newspapers, magazines, parcels, etc, sent or delivered by post	
3. mail	street or home – box for postal services in Great Britain	
4. the post	street or home – box for postal services in the USA	1
5. postage	department for letters to be called for	
6. Addressee unknown	department for letters to be called for in the USA	
7. Post Restante	charge for post services	
8. the mail	lower rates; discount	
9. General Delivery	nobody lives at that address	
10. reduced charge	the government system of carrying and delivering letters in the USA	

**Exercise 11. Put a word from the box into each gap. Make necessary changes.**

Letter, note, message, e-mail, telegram, post –office

1. Ann gets many \_\_\_\_\_ from her pen friends in England.
2. A \_\_\_\_\_ was received that the plane had been caught up in a severe storm.
3. I left a \_\_\_\_\_ for Ann telling her that the party was fixed for Sunday.
4. You can send all kinds of \_\_\_\_\_ and letters at the post- office.
5. There are always a lot of people in our \_\_\_\_\_ .
6. The secretary has taken the \_\_\_\_\_ for the manager about the next meeting of the shareholders.
7. One of the modern ways of sending a letter at present is \_\_\_\_\_ .
8. In ordinary \_\_\_\_\_ the rate per word is not very high.
9. On her birthday the teacher got many \_\_\_\_\_ from her former pupils.
10. Yesterday I received \_\_\_\_\_ from my friend inviting me to the opera.

**Exercise 12. Choose the right verb and put it in the gap in a proper tense form.**

to send, to deliver, to ask, to inquire, to get

- 1 He \_\_\_\_\_ me to telephone him the results of the interview.
- 2 He \_\_\_\_\_ two parcels to his parents lately.
- 3 The postman \_\_\_\_\_ these magazines in two days.
- 4 He came up to the counter “Callers’ Letters” and \_\_\_\_\_ for his letter from England.

- 5 I decided \_\_\_\_\_ the letter by airmail that's why I bought a special envelope yesterday.
- 6 The customer \_\_\_\_\_ where one could cash a postal order.
- 7 He usually \_\_\_\_\_ to the local post -office by bus.

**Exercise 13. Supply the correct preposition.**

- 1 There is an express letter \_\_\_\_\_ you.
- 2 After filling \_\_\_\_\_ the blank she went \_\_\_\_\_ the window marked «Money Orders».
- 3 When I dropped the post-card \_\_\_\_\_ the letter box I saw that I had not stuck a stamp \_\_\_\_\_ it.
- 4 She found \_\_\_\_\_ his address by making inquiry \_\_\_\_\_ the address bureau.
- 5 How much will it cost to send a business letter \_\_\_\_\_ England?
- 6 The messenger carried a large bundle \_\_\_\_\_ newspapers and magazines.
- 7 Hand \_\_\_\_\_ your telegram \_\_\_\_\_ the next window.
- 8 It turned out that the letter had been delivered \_\_\_\_\_ the wrong address.
- 9 \_\_\_\_\_ the post office they were told that the telegram might yet come \_\_\_\_\_ evening delivery.
- 10 Am I to stick a stamp \_\_\_\_\_ the bottom \_\_\_\_\_ the envelope or \_\_\_\_\_ the top right-hand corner?

**Exercise 14. Read the following statements. Tick "T" if the statement corresponds to the content of the text and "F" if it doesn't.**

<b>№</b>	<b>Statements</b>	<b>T</b>	<b>F</b>
1	One can send a telegram by phone and it isn't necessary to go to the nearest post-office.		
2	If one sends a letter to the most out of the way places it won't get there.		
3	The staff of each post-office in the city works only at daytime.		
4	If one wants to buy a stamp or envelope or to send a parcel or to receive a money order he can go to any counter or window at the post-office.		
5	The postage on ordinary letters is different from that on registered letters.		
6	It isn't necessary to stick the stamp on the envelope when one is sending a letter to the other country.		
7	It sometimes happens that in spite of your legible handwriting your letter is returned and may read "Addressee unknown" or "Return for correct address".		
8	The postage depends on the weight of the parcel.		
9	The postman usually delivers letters, newspapers and magazines every morning.		
10	The "Post Restante" window keeps mail until it is called for.		

**Exercise 15. Complete the sentences choosing the right variant.**

**1 You will fill in a form when**

- a) you want to send a message.
- b) you want to send a telegram.
- c) you want to send a letter.

**2 If you want to register a letter**

- a) you go to the window “Post Restante”.
- b) you go to the clerk dealing with the registered letters.
- c) you must drop the letter into the letter – box.

**3 Before putting your letter into a letter- box**

- a) you’ll have to be sure that it is stamped.
- b) you’ll have to look at the name of the street.
- c) you’ll have to ring your friend up.

**4 On writing a letter**

- a) you’ll have to tell about it to a clerk at the post-office.
- b) you should know what parts a letter consists of.
- c) you’ll have to look at the notice at the post-office giving the hours of delivery.

**5 When I showed my passport to the clerk**

- a) he gave me a letter which was kept at the “Post Restante” window.
- b) he gave me all information about how many stamps are needed for inland or foreign letters.
- c) he inquired about my job.

**6 Will you drop this postcard**

- a) into the wastepaper bin under the table, please?
- b) into the post – box at the corner of the street, please?
- c) into the box on the shelf, please?

**7 They returned him a letter because**

- a) the addressee was unknown.
- b) the clerk was out.
- c) the envelope was blue.

**8 To cash a money order you must**

- a) go to the right counter; if you go to the wrong one you’ll only waste your time.
- b) go to the manager of the post-office and say: “Give me a money order, please.”
- c) go right to the window “Postal Orders”.

**9 In the right-hand corner of the envelope**

- a) the sender’s address should be written.
- b) the stamp is fixed.
- c) the name of the country should be written.

**10 After I closed the envelope I remembered that I had forgotten**

- a) to put my signature in the letter.
- b) to put my pen into the pencil-box.
- c) to enclose the postcard I had long promised to my little son.

**IV. Beyond the line activities**

**Exercise 16. Listen to the dialogue. Tick “T” if the statement confirms the idea of the dialogue and “F” if it contradicts it. Reproduce the dialogue with your partner. Make up a similar one.**

<b>T</b>	<b>F</b>	<b>Statements</b>
<input type="radio"/>	<input type="radio"/>	The woman is looking for a post office.
<input type="radio"/>	<input type="radio"/>	The woman wants to drop a letter into a pillar-box.
<input type="radio"/>	<input type="radio"/>	The first man whom she meets in the street doesn’t live in this city.
<input type="radio"/>	<input type="radio"/>	The second man is on the way to the post office.
<input type="radio"/>	<input type="radio"/>	The General Post –Office is in London Street.



**Exercise 17. (a) Read the dialogue. Reproduce it with your partner. Make up your own dialogue.**

**Sending a parcel**

**Customer:** I've got some books to send. These go to Tashkent.

**Clerk:** Do you wish to send them by book- post or by parcel post?

**Customer:** Book post if possible.

**Clerk:** Book post is much cheaper, of course – but let us first see how much the books weigh. .... Well, that's all right. I'll make it a postal packet.

**Customer:** How do I go about it?

**Clerk:** I'll wrap the books and tie them up first. Then you'll write the addressee's name and address in the middle or in the upper left-hand corner. The sender's address – that is, your address – should be written at the very bottom.

**Customer:** Good. How much, sir?

**Clerk:** \$10.

**Customer:** Very well, thank you.

**Exercise 17. (b) The following statements might relate to the idea of the dialogue you have read. Tick "T" if the statement confirms the idea of the dialogue and "F" if it contradicts it.**

<b>T</b>	<b>F</b>	<b>Statements</b>
<input type="radio"/>	<input type="radio"/>	The man wants to send some books to Tashkent.
<input type="radio"/>	<input type="radio"/>	The man wants to send books by parcel – post.
<input type="radio"/>	<input type="radio"/>	The clerk doesn't weigh the books.
<input type="radio"/>	<input type="radio"/>	The clerk asks the customer to wrap and tie up the books.
<input type="radio"/>	<input type="radio"/>	The clerk asks the customer to write his address at the bottom of the postal package.

**Exercise 18. (a) Read the dialogue. Reproduce the dialogue with your partner. Make up your own dialogue.**

*Sending a telegram*

**Customer:** I've got a telegram to send. Can I have a form please?

**Clerk:** Here you are, sir. Please, write legibly and make out the address and the addressee's name in block capitals. Shall it be ordinary, urgent or express, sir?

**Customer:** Oh, let's have it urgent.

**Clerk:** In this case, it is going to be delivered in about two hours.

**Customer:** Fine, what's the charge?

**Clerk:** Let me see. .... Oh, it's 48 pence for 12 words and 2 pence for every extra word. .... You've got here 14 words. That makes 52 pence.

**Customer:** O.K. Thank you.

**Clerk:** You are welcome.

**Exercise 18. (b) The following statements might relate to the idea of the dialogue you have read. Tick "T" if the statement confirms the idea of the dialogue and "F" if it contradicts it.**

<b>T</b>	<b>F</b>	<b>Statements</b>
<input type="radio"/>	<input type="radio"/>	The man is going to send a telegram.
<input type="radio"/>	<input type="radio"/>	The clerk asks him to fill in the form legibly and in block letters.
<input type="radio"/>	<input type="radio"/>	The man wants to send an ordinary telegram.
<input type="radio"/>	<input type="radio"/>	The clerk says that the telegram will have to be delivered in one hour.
<input type="radio"/>	<input type="radio"/>	The charge for the telegram is 52 pence.

**Exercise 19. Listen to the 3 dialogues and find out what the man wants to do. Tick the right statement.**

<i>Statements</i>	<b>№ I</b>	<b>№ II</b>	<b>№ III</b>
1. The man wants to send a parcel. 2. The man wants to send a registered letter by air. 3. The man wants to cash a postal order. 4. The man wants to know where the nearest post office is. 5. The man wants to know where they weigh and wrap up the parcels.			

**Exercise 20. Listen to the 2 dialogues. Tick the statement which corresponds to one of the two dialogues you have heard. Some statements do not refer to any of these dialogues.**

<b>Statements</b>	<b>№ I</b>	<b>№ II</b>
1. The man wants to send a parcel. 2. The man wants to know the cost of the telegram to Germany. 3. The man wants the cable to reach the addressee today evening. 4. The man wants to send a money order by Western Union. 5. The clerk says that the Western Union is the world famous company.		

**Exercise 21. Explain what these words mean.**

- |                |               |                  |
|----------------|---------------|------------------|
| a) to insure   | d) initials   | g) legible       |
| b) a book-post | e) the rate   | h) post restante |
| c) a receipt   | f) to enclose |                  |

**Exercise 22. Read the conversations and put the lines in the correct order. Put the number of the sentence opposite it.**

At the Poste Restante counter

	<ul style="list-style-type: none"> <li>- Excuse me. My name is Rustam Jalilov.</li> <li>- Are there any letters for me?</li> <li>- Where's the Poste Restante window?</li> <li>- What identity papers have you got?</li> <li>- Here is the letter for you.</li> <li>- Just to the right, please.</li> <li>- Here is my passport.</li> </ul>
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### Sending a parcel

	<ul style="list-style-type: none"><li>- Where do you want to send a parcel?</li><li>- What are you sending?</li><li>- To Warsaw.</li><li>- I want to send a parcel abroad.</li><li>- Fill in the form, please.</li><li>- I'm sending some books on history.</li><li>- Yes, do it please.</li><li>- Shall I pack it for you?</li><li>- I want to insure this parcel.</li><li>- \$15 dollars. Here is your receipt.</li><li>- Don't forget to write the address here.</li><li>- Oh, thank you.</li></ul>
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### Sending a telegram

	<ul style="list-style-type: none"><li>- Here's a form to fill in.</li><li>- Good afternoon! I want to send a telegram.</li><li>- Here's my telegram.</li><li>- I cannot write in English.</li><li>- Write the text in your language, but use Roman letters.</li><li>- Make it urgent. When will it be delivered?</li><li>- How shall I send it?</li><li>- You are welcome.</li><li>- \$5 dollars. Here's your receipt.</li><li>- How much does it cost?</li><li>- It will be delivered during one hour.</li><li>- Thank you.</li></ul>
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### Exercise 23. Complete the dialogues.

#### I

- How can I send these five books to Tashkent?  
- .....
- What must I do to send a parcel?  
- .....
- Where can I have a form?  
- .....
- Thank you. And where can I have the books wrapped up?  
- .....
- Do they also weigh the parcel?  
- .....
- Do they stick stamps on a book-parcel?  
- .....
- Thank you very much.

#### II

- Can I help you?  
- .....
- Ordinary, urgent or express?

- .....  
- Will you fill in the form, please?
- .....  
- You will find telegram forms over there.
- .....  
- Let me see how many words there are. ... 10 words.
- .....  
- .... cents per word. That'll be ..... , please.
- .....  
- .... hours. How will you pay?
- .....  
- Thank you. Here's your receipt. Anything else?
- .....  
- .... dollars, please.
- .....

### III

- Next, please.
- .....  
- Can you show me any identification card?
- .....  
- OK, just a minute. Well, you are lucky today – there are 2 letters for you
- .....

#### **Exercise 24. Role play.**

1. You have written a letter to your friend. You ask your secretary to send it. She/he clarifies whether you want to send this letter by ordinary mail or registered. You want to send it registered. She asks your permission to let her/him go to the post office to send this letter registered.
2. You have come to the General Post-Office and you want to receive a Post-Restante letter. But you forgot your passport at home. The clerk tells you to come with the document next time because today the working day is coming to an end.
3. You have come to your local post-office. You want to send a book to an out-of-town address by post. You don't know how to do it. The clerk who is in charge of it tells you what postal operations should be done.
4. You want to send a telegram to your business partner to a foreign country. In the conversation with the clerk you also tell that you want to pay for the reply too.
5. Your friend wants to send a printed matter to London. He doesn't know how to do it. You explain him what necessary postal operations should be done.

#### Glossary of key words and phrases

##### **Address:**

- return address
- sender's address
- addressee's address
- addressee unknown

##### **Charge:**

- reduced charge
- what is the charge ( on, for )...?

- How much will you charge me for this?

##### **C/o = care of**

- declared value
- collect:
- collect letter
- collection
- dispatch

enclosure  
 face / back of the envelope  
 illegible  
 letters to be Called for = Caller's  
 letters= General Delivery (Am.)=  
 =Post Restante (Br.)  
 in person  
 local (inland) letter  
 block letters  
 printed letters  
 reply pre- paid  
 payment forward  
 payment on delivery  
 postage

letter (post, pillar, mail) box  
 General Post Office/local post-office  
 registered letter  
 ordinary | telegram  
 express | cable  
 urgent | wire  
 stamped/unstamped letter postcard  
 to post (send, mail) a letter ...  
 to correspond  
 printed matter  
 money order(s)  
 to stick a stamp  
 by return post

## Unit VII GETTING SOMETHING TO EAT

### I Focusing activities

**Exercise 1. Match the words and phrases in the left-hand column with their definitions in the right-hand column.**

#### A Meals

1 Breakfast	a The midday meal.
2 Brunch (breakfast + lunch)	b The first meal of the day.
3 Lunch	c A late breakfast with breakfast and lunch dishes.
4 Dinner	d A late evening small meal.
5 Supper	e An evening meal.

#### B Types of eating and drinking places.

1 a sandwich shop	a It serves high quality expensive meals.
2 a fast food outlet	b A shop which specializes in smoked fish, cooked meat, cheese and salads.
3 a cafeteria	c It makes sandwiches, sells soft drinks, and potatoes crisps (chips Am.)
4 a coffee shop	d A place that serves simple meals that are easy to cook.
5 a restaurant	e A place that serves coffee and desserts as well as small meals.
6 an Ice-Cream shop	f A place that specializes in ice cream, drinks and desserts.
7 delicatessen	g It sells prepared meals that are cooked in advance.

**Exercise 2. Answer the following questions.**

- 1 Do you always eat at home or do you sometimes eat out?
- 2 Where do you prefer to eat?
- 3 Do you prefer to have a holiday dinner at home or at a restaurant?
- 4 What cuisine do you prefer?
- 5 Have you eaten out at a restaurant recently? How was it?
- 6 What table manners do you keep in mind and follow?

### Exercise 3. Read the text.

#### Tips for diners

Did you get hungry? There are a lot of places where you can get something to eat. In most countries eating out has now become very popular. A lot of eating-places ranging from high-class restaurants (the word restaurant comes from the Latin word *restaurare*, meaning to restore) to fast food outlets cater for all tastes. Small self-service restaurants, cafes or snack bars serve cheap food, and traditional restaurants are famous for good service, high quality and expensive food. If you are in a hurry, you can have a bite at one of the many fast food outlets, like McDonald's, Kentucky Fried Chicken, Pizza Hut or others. In England, when you want to relax after a day's work, you can go to the local pub to have a drink and a chat.

At all of these places you pay at a cash register before you sit down, and you don't have to tip anybody. In Great Britain a tip of 10%-15% is added onto a bill (cheque (Am.)). In the USA waiters and waitresses do not receive much money, they rely a lot on tips. A tip of 15% to 20% is expected. In France it is unusual to leave a tip at a restaurant because the service charge is included in a bill.

There are some rules how to behave at the table. Here are some of them. Unfold a napkin and spread it on your lap. Use it often and skillfully. After finishing your meal, you should leave the napkin on your lap. You should not put it on the table if other people are still eating.

Keep your feet under you; don't stretch them under the table. Don't put your elbows on the table. Don't lean over to get closer to the food. Sit facing the table. Never stretch over the table for something you want, ask the nearest person to pass it to you. You should refuse a dish by saying "No, thank you", "Not for me", and accept it by saying "Yes, please". Don't say "I don't eat that stuff".

Usually there are more than one fork, knife and spoon on the table, because one is used for each dish that is served. Don't use a spoon for what can be eaten with a fork. Forks are placed at the left side of the dish in the order in which they are to be used. Don't eat off the knife. Use it to help pick up food with your fork. When eating spaghetti, twirl the spaghetti around on your fork and then cut it with your knife. Don't lick your spoon, if the dish is delicious, ask for another helping. After stirring your tea remove the spoon, and place it on the saucer. When eating stewed fruit use your spoon to put the pits on your saucer. When you have used a utensil, you should leave it on the plate so that the waiter or waitress could remove it.

Lunch or dinner is the time for small talk. Thus, cut off one piece of food at a time. Take small pieces. Don't talk with your mouth full. First chew and then swallow. You should eat slowly in order to be able to make a conversation. When eating soup, you shouldn't lift the plate in order to finish everything. Take a slice of bread from the bread-plate by hand. You shouldn't bite into the whole slice, tear a small piece off, put butter on it and eat. Try to make as little noise as possible when eating. Smoking during meals is very impolite. In some restaurants smoking is forbidden. You should ask for permission to smoke and refrain from smoking during meals and don't forget to say "Thank you" for every favour.

Bon appetite!

III Between the line activities

Exercise 4. Answer the following questions.

- 1 What kinds of eating-places are there?
2 Are there any fast food outlets in your country?
3 Are national dishes served in restaurants?
4 What rules should you follow while eating?
5 How should you use a fork and a knife?
6 What do you think about smoking during meals?
7 What are some foods from your country that foreigners generally like or do not like?
8 What advice would you give to a foreigner who is going to a party in your country?
9 What rules should that person remember?

Exercise 5. Choose the appropriate word and put it in the correct form.

food meal course dish

- 1 You can always have ..... on a plane.
2 We usually have a full ..... dinner.
3 I'm afraid I don't understand the names of the ..... on the menu.
4 It took him only a few minutes to eat all the .....
5 I'll take chicken soup for the first .....
6 What is your favourite ..... ?
7 You should take this medicine three times a day after .....
8 What ..... shall we order for the first and second .....
9 I hope you'll enjoy your .....
10 They serve very good ..... in this restaurant and the prices are quite reasonable.

Exercise 6. What will you say if you want something on the table and cannot get it. Look at the examples and write down your own questions in the spaces provided using the following words:

a knife, a fork, a spoon, a plate, salt, milk, sugar, salad.

Example: Could you pass me some cake, please?
Can you pass me some cake, please?
Will you pass me some cake, please?

Exercise 7. Ask your friend (write down the questions in the spaces provided):

- 1 how many meals he/she has a day: .....
2 whether he/she is hungry: .....
3 whether he/she is thirsty: .....
4 whether he/she likes eating out: .....
5 whether he/she is going to join you for lunch: .....
6 what kind of bread he/she likes: .....
7 what drinks he/she likes: .....
8 what his/her favourite dish is: .....
9 what drink he/she would like: .....

- 10 what he/she will have for dessert: .....
- 11 whether he/she will have tea or coffee: .....
- 12 whether he/she will have tea with milk or lemon: .....
- 13 whether he/she prefers meat or fish: .....
- 14 whether he/she will have soup: .....
- 15 what he/she would like to start with. ....

**Exercise 8. Make a chart with the following headings.**

Sweet	Sour	Salty	Bitter

**Look at this list of foods and decide which flavour goes with which food. Continue the list.**

*banana, lemon, black coffee, sugar, vinegar, beer, strawberries, chocolate, crackers, orange*

**Exercise 9. Reading for information. Read the following:**

*The choice of wines is a matter of taste. But there is a general rule that dry white wine goes with fish, red wine with meat, and sweet wine with sweets. Red wines are best served at room temperature. All white wines should be served chilled, and sweet white wines may be served cold.*

*Here you can see an example of meals and wines served with them.*

Soup	Dry sherry or Madeira
Fish	Moselle or Burgundy
White meat	Rhine spatlese or red Burgundy
Roast or game	Claret, red Burgundy, red Rioja Gran Reserva
Sweets	Sauterne or sweet hock
Cheese	Red wine or Port
Dessert	Port or Madeira

*If you want to propose a toast use one of the following expressions:*

- Here is to you.
- Here is to our successful business.
- Here is to our friendship and business.
- Here is to our successful cooperation.

**(b) Answer the following questions**

- 1 What wine do you like?
- 2 When do people in your country drink champagne?
- 3 What wines would you choose when arranging a party?

**Exercise 10. Listen to the dialogues. Tick the sentences you hear.**

	Dialogue 1	Dialogue 2	Dialogue 3
Do you have a reservation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like smoking or non-smoking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to see the menu?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you ready to order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like anything to drink?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your order will not be long.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### IV Beyond the line activities

##### Exercise 11. Reading for information. Read the following rules for writing invitations.

You may be invited to someone's home for a dinner party. Here are some rules to remember.

When you receive an invitation for a dinner party, you should reply immediately to the invitation. If you are asked by telephone or in person, you should accept or decline the invitation on the spot.

Be in time. If you are going to be late, call ahead with explanations and apologies. Tell the host/hostess to please begin without you. Punctuality is particularly important at dinner parties. You should arrive not later than five minutes after the hour for which you were invited.

An invitation should include the date, time, place and what kind of dress is expected.

If you receive an invitation with the letters RSVP (repondez s'il vous plait (Fr.) meaning reply if you please) written at the bottom, it means a reply to the invitation is necessary.

##### Exercise 12. Here you can see some samples of invitations. Decide whether the invitation is formal or informal.

###### Samples of invitations

Capital Transport Corporation  
request the pleasure of your company on the occasion  
of the inauguration of their office at 6, Milestone  
Street on Sunday 29<sup>th</sup> September, 20 ... at 10.00 a.m.  
A light lunch buffet will be served after the ceremony.

To celebrate the Official Birthday of  
Her Majesty Queen Elizabeth the second  
the British Ambassador requests  
the pleasure of the company of  
Mr and Mrs Altman  
at a Reception  
on Friday, 16<sup>th</sup> June, 20 ... at 6.30 pm  
The Museum of Applied Arts  
**RSVP**

Dear Daisy,  
  
You are cordially invited to come to our daughter's  
wedding party on 15<sup>th</sup> June, 20 .....

Looking forward to seeing you!

The Johnsons  
**RSVP**

**Exercise 13. (a) Study the following invitation, and two replies to it:**

The Chairman and the Directors  
of the Schweibur Company  
request the pleasure of your company  
at a Banquet  
to be held at the City Hall, Zurich  
at 8.00 pm on Friday, 5<sup>th</sup> April, 20 ..... .

**Evening dress** **RSVP**  
to the secretary

**Accepting the invitation:**

Mr Oliver Oldman thanks the Chairman and Board of Directors for their kind invitation to a Banquet to be held at the City Hall, Zurich, on Friday, 5<sup>th</sup> April, 20 ....., which he has much pleasure in accepting.

**Refusing the invitation:**

Mr Oliver Oldman thanks the Chairman and Board of Directors for their kind invitation to a Banquet to be held at the City Hall, Zurich, on Friday, 5<sup>th</sup> April, 20 .... , but regrets that he is unable to accept it owing to a prior engagement on that evening.

**(b) Now write two replies to the following invitation, one accepting and one refusing it.**

The Chairman and Directors  
of the Flamingo Company  
request the pleasure of your company  
at a Reception  
to be held at the Grand Hotel, at 8pm  
on Thursday 5<sup>th</sup> May, 20 ...

**Cocktails** **RSVP**  
to the secretary

**Exercise 14. Read the following dialogues.**

**Dialogue I**

**Inviting a client to lunch**

**Receptionist:** Hello, ADC Corporation. May I help you?

**Foster:** Yes, this is Mr Foster of Sunshine Company. May I speak to Mr Cage, please?

**Receptionist:** Just a moment. I'll connect you.

**Cage:** Hello, Mr Foster. How are you?

**Foster:** Quite well thank you. I wonder if we could get together for lunch tomorrow. I'd like to discuss your latest proposal. Do you like Chinese food?

**Cage:** It sounds great. I've never had it before. Where shall we meet?

**Foster:** I'm sure you'll like it. How about the «Black Dragon» restaurant?

**Cage:** That will be fine. Thank you for calling.

**Foster:** See you tomorrow at 12.00.

### Dialogue II

#### Declining an invitation

**Receptionist:** Good morning. ADC Company. Can I help you?

**Foster:** Good morning. This is Mr Foster of Sunshine Company. Is Mr Cage in?

**Receptionist:** Yes, he is. Hold on, I'll connect you.

**Cage:** Hello, Mr Foster. How are things?

**Foster:** Not bad, thank you. I wonder if you'd like to join me for lunch tomorrow.

**Cage:** Oh, I really appreciate your invitation, but I am very busy all day tomorrow.

**Foster:** No problem. We can have lunch some other day.

**Cage:** Thank you for calling. I'll be waiting to hear from you.

**Exercise 15. Act out the following scenes using the information given below:**

#### *Inviting to dinner*

*You are on a business trip in London and have settled all your problems related to the Capital Transport Corporation. You have two more days to stay in London. You would like to invite the manager of the corporation to dinner to some restaurant. You call him and his secretary connects you with the manager. But the manager is very busy. He will be free only the day after tomorrow. What will you say in this case? Use the text of dialogue I "Inviting a client to lunch".*

#### *Declining an invitation*

*You haven't seen your friend for some weeks. You call his home and talk to his wife. Invite your friend and his family to dinner to your country house for tomorrow evening. But your friend is on business trip. His wife explains to you that he is coming next week. So they are not able to come to see you. Use the phrases from Dialogue II "Declining an invitation".*

**Exercise 16. Read the following and decide whether it is right or wrong according to the etiquette. Tick in the spaces provided. Say what the man should do.**

Situations	Right	Wrong
1 Jack is invited to an informal dinner on Saturday at 7.00 p.m. He comes at 7.30 without apologizing for being late.		
2 He sits next to the hostess who sits herself.		
3 When he is about to finish the soup he lifts the plate.		
4 He needs pepper, so he reaches in front of the woman sitting next to him to get it.		
5 He is smoking a cigarette while waiting for the main dish to come.		
6 When the dish is served he begins talking.		
7 He finishes his second drink and asks for a third.		
8 He has another appointment, so he excuses himself and leaves.		

**Exercise 17. Reading for information. Read these ads and answer the questions.**

**1**  
**Restorante  
a Taverna dell Artista**

Specialising in Continental Cuisine.  
Downstairs – a small intimate bar  
where we offer you good wines &  
snacks. Upstairs we cater for small  
or large parties.

**2**  
**Tandoori Restaurant**

Most Exclusive Indian cuisine  
Open 12 noon – 2.30 p.m. and  
6.00 p.m. – midnight  
Tandoori and vegetarian  
dishes our speciality.  
Business lunch open daily

**3**  
**Zorbas Greek Taverna  
& Kebab House**

A warm welcome complimented by  
the most delicious Greek food in an  
authentic atmosphere.

Take-away service available.

**5**  
**Terrel's Restaurant**

Our small, but varied menu of  
French and English dishes includes  
such speciality as Noisettes of  
Lamb Tournelles, served  
with a vermouth and sherry sauce.  
Tempted?

Then why not give us a ring.

**4**  
**The Grange**

The Grange Restaurant is a beautiful  
English house in a rural setting.  
Whether you are celebrating a Birthday,  
Wedding, Anniversary, Business function or  
just dining out, we are sure you could not  
make a finer choice than the Grange.

The Grange is also available for Private  
parties and Barbecues.

**Barbecue** – 1. a metal frame for grilling food over on open fire  
2. an open-air party where barbecued food is served

- 1 Which restaurant will you go to, if you want to taste Italian food? ...
- 2 Which restaurant will you choose, if you like French cuisine? ...
- 3 Which restaurant will you go to, if you are a vegetarian or on a diet? ...
- 4 Which restaurant will you go to, if you like Indian cuisine? ...
- 5 Which restaurant will you go to, if you like Greek food? ...
- 6 Which restaurants will you choose, if you want to arrange a party? ...
- 7 Which restaurants can you take business partners to for lunch? ...
- 8 Which restaurant offers take-away food? ...
- 9 Which restaurant can arrange a Barbecue? ...
- 10 Which restaurant will you go to, if you like Kebab? ...

<b>At Mrs HUDSON'S</b>	
To Begin .....	To Finish .....
<b>Mrs Hudson's Soup of the Day</b> <b>\$3.95</b>	<b>Baked Apple Surprise</b> <b>\$5.20</b> Apples stuffed with Sultanas & Brown Sugar
<b>Chicken &amp; Mushroom Turnovers</b> <b>\$5.20</b> Chicken & Mushroom wrapped in Puff Pastry	<b>Pineapple &amp; Sherry Trifle</b> <b>\$5.20</b> Sponge soaked with Sherry, topped with Whipped Cream & garnished with Chopped Pineapple
<b>Smoked Salmon Roses</b> <b>\$6.50</b> Smoked Salmon Roses served with a Vegetable dressing	<b>Vanilla Ice-Cream</b> <b>\$5.20</b>
<b>Avocado &amp; Asparagus Salad</b> <b>\$5.20</b> A mixture of Avocado & Asparagus garnished with Black Pudding & Garlic	<b>Selection of British Cheeses</b> <b>\$5.20</b> Garnished with Celery & Apples
<b>Duck &amp; Orange Croquettes</b> <b>\$5.20</b> Duck & Orange, lightly bound with a Creamy Mashed Potato	<b>Mrs Hudson's Special Cream</b> <b>\$5.20</b>
<b>Spinach &amp; Goat's Cheese Parcels</b> <b>\$5.50</b> Spinach & Goat's Cheese wrapped in a Pancake and served with a Spicy Tomato Sauce	<b>Coffee</b> <b>\$2.50</b>
To follow .....	<b>Selection of Tea</b> <b>\$2.00</b>
<b>Peppered Aberdeen Steak</b> <b>\$13.50</b> Fried Steak coated with a Brandy Cream Sauce	<b>BEVERAGES</b>
<b>Baskerville Game Pie</b> <b>\$10.95</b> Pheasant & Rabbit Pie	<b>Port</b> <b>\$4.75</b>
<b>Grilled Dover Sole</b> <b>\$13.95</b> Presented on bed of Spinach & served with a Parsley Sauce	<b>Campari</b> <b>\$4.75</b>
<b>Traditional Mixed Grill</b> <b>\$12.95</b> Lamb Chops, Bacon, Cumberland Sausage, Mushrooms, Grilled Tomato & Game Chips	<b>Dubonnet</b> <b>\$4.75</b>
<b>Caviar –Canadian Sturgeon</b> <b>\$15.00</b>	<b>Absolut</b> <b>\$6.25</b>
	<b>Bacardi 1873</b> <b>\$6.25</b>
	<b>Crown Royal</b> <b>\$6.25</b>
	<b>Bordeaux</b> <b>Glass-\$4.85</b> <b>Bottle-\$21.00</b>
	<b>Heineken</b> <b>\$4.75</b>
	<b>Soft Drinks</b> <b>\$2.50</b>
	<b>Champagne</b> <b>Glass-\$12.95</b> <b>Bottle-\$67.00</b>

**Exercise 18. Study the menu and answer the questions.**

**Answer the following questions.**

- 1 What is the name of the restaurant?
- 2 What dishes are served for the first course?
- 3 What dishes are served for the main course?
- 4 What does the restaurant offer for dessert?
- 5 What is “Avocado and Asparagus Salad”» ?
- 6 What is “Traditional Mixed Grill” made from?
- 7 What beverages are served at this restaurant?
- 8 Which dishes would you choose for lunch, dinner or supper?
- 9 Which dishes would you choose, if you arranged a dinner party?
- 10 How much would it cost?
- 11 How can you find out about the dessert?
- 12 How can you find out about the wines they serve here?

**Exercise 19. Read the following dialogue.**

**Restaurant reservation**

**Manager:** Hello. The Savoy Restaurant.

**Customer:** Good afternoon. This is George Slater from Impex Corporation. We'd like to make arrangements with you for a small dinner party for tomorrow.

**Manager:** Very good, sir. How many people do you expect?

**Customer:** We'll have 20 persons.

**Manager:** Then I think the Pink Hall would be the most appropriate.

**Customer:** That sounds fine.

**Manager:** What would you like to order for dinner?

**Customer:** Well .... , I was thinking of a four-course dinner with wines and champagne.

**Manager:** Then I'd suggest hors-d'oeuvre and mushroom soup, beef fillet or roast turkey. And ice cream for dessert.

**Customer:** It suits my taste.

**Manager:** And what about wines?

**Customer:** If we are having soup, I think we'll take a dry sherry, a red wine for the main course and finish up with champagne.

**Manager:** Good. What time do you wish to begin?

**Customer:** 7 for 7.30.

**Manager:** Thank you, Mr Slater. Good- bye.

**Customer:** Good- bye.

---

**hors d'oeuvre** [ɔ:'dɜ:vɪ] – тамадди/закуска

**Exercise 20. Match the right customer's statement with the manager's reply and write down the required figure.**

Customer's statements	№	Manager's replies
1 Good afternoon. This is George Slater from Impex Corporation. We'd like to make arrangements with you for a small dinner party for tomorrow.	...	<b>Manager:</b> Hello. The Savoy Restaurant. <b>Customer:</b> .....
2 We'll have 20 persons.	...	<b>Manager:</b> Very good, sir. How many people do you expect? <b>Customer:</b> .....
3 It suits my taste	...	<b>Manager:</b> Then I think the Pink Hall would be the most appropriate. <b>Customer:</b> .....
4 Well .... , I was thinking of a four-course dinner with wines and champagne.	...	<b>Manager:</b> What would you like to order for dinner? <b>Customer:</b> .....
5 Good-bye.	...	<b>Manager:</b> Then I'd suggest hors-d'oeuvre or mushroom soup, beef fillet or roast turkey And ice cream for dessert. <b>Customer:</b> .....
6 If we are having soup, I think we'll take a dry sherry, a red wine for the main course and finish up with champagne.	...	<b>Manager:</b> And what about wines? <b>Customer:</b> .....
7 That sounds fine.	...	<b>Manager:</b> Good. What time do you wish to begin? <b>Customer:</b> .....
8 7 for 7.30	...	<b>Manager:</b> Thank you, Mr Slater. Good-bye. <b>Customer:</b> .....

**Exercise 21. Listen to the dialogue "Restaurant reservation".**

**Exercise 22. You have just heard the dialogue, choose the right manager's statements and write down the required figure.**

Customer's statements	№	Manager's statements
<b>Manager:</b> .....	...	1 What time would you like a table?
<b>Customer:</b> Good evening. I'd like to reserve a table, please.	...	2 When is it for?
<b>Manager:</b> .....	...	3 Good. I've got it. Good-bye.
<b>Customer:</b> Wednesday, the tenth of April.	...	4 Very good, sir. Can I have your name, please?
<b>Manager:</b> .....	...	5 How many people?
<b>Customer:</b> Four.	...	6 Fine. Is there anything else?
<b>Manager:</b> .....	...	7 Good evening. The Rossi
<b>Customer:</b> It's John Grant.	...	Restaurant. How can I help you?
<b>Manager:</b> .....	...	8 Smoking or non-smoking?
<b>Customer:</b> At 8.00.	...	
<b>Manager:</b> .....		
<b>Customer:</b> Smoking please.		
<b>Manager:</b> .....		
<b>Customer:</b> No, thank you. That's everything.		
<b>Manager:</b> .....		
<b>Customer:</b> Good-bye.		

**Exercise 23. Listen to three calls and complete the reservation form.**

RESERVATIONS				
Date	Time	Number of people	Name	Special Request
1				
2				
3				

**Exercise 24. Supply the correct prepositions.**

- 1 There is a wide choice ..... dishes ..... the menu.
- 2 I prefer fish ..... meat.
- 3 Lunch is served ..... 12.00 ..... 2.30 and consists ..... three courses.
- 4 Can I pay ..... credit card?
- 5 I'd like to reserve a table ..... four people ..... Wednesday.
- 6 Could we have a table ..... the corner, please?
- 7 Could you bring two helpings ..... steak, please?
- 8 We are going ..... lunch. Would you like to join ..... us?
- 9 Do you usually have brown bread ..... the meat course?
- 10 Let's have meat and potatoes ..... the second course and some ice-cream ..... dessert.
- 11 Are you going ..... the coffee shop ..... lunch or are you going to have a cup ..... tea ..... the office?
- 12 Do you have any spices ..... meat?

**Exercise 25. Read the following dialogue.**

**Man:** We have walked so much that I am very tired and hungry. Are you hungry, too, Miss Roberts?

**Woman:** Yes, indeed, Mr Russel.

**Man:** Then let's go into this restaurant. My friend has recommended it to me.

**Woman:** It looks nice. I'm sure we'll enjoy our meal here.  
(They come into the restaurant)

**Man:** Now, let's have a look at the menu. .... Would you like an appetizer, Miss Roberts?

**Woman:** Mmm, .... yes. I think I'll have the shrimp cocktail.

**Man:** Yes, I think I'll have that too. Would you like chicken soup? If you have soup, I will too.

**Woman:** All right, a plate of hot soup will do me good, because I feel a little chilly.

.....

**Man:** Pass me the salt, please. Here comes the waiter. What shall we order next?

**Woman:** I'll have veal chops with French fries. I haven't eaten chops for a long time.

**Man:** OK. I'm going to have the steak. Shall we order some wine? How about red wine?

**Woman:** Fine. I see the waiter coming with our order. My veal chops look very appetizing and I hope they taste as good as they look.

**Man:** Would you like to order dessert now?



**Woman:** Yes, please. I'll have ice-cream with apple pie and a cup of coffee to follow.

**Man:** I'll have coffee.

.....

**Woman:** What time is it now, please?

**Man:** It's 2.30.

**Woman:** Excuse my haste. I've got an appointment. I must hurry, then. Thank you very much, Mr Russel.

**Man:** It's all right. The pleasure was mine. May I call you?

**Woman:** Certainly. Good-bye.

**Man:** Good-bye, Miss Roberts.

**Answer the following questions.**

- 1 Why did they choose this restaurant?
- 2 Did Miss Roberts order an appetizer? What did she order?
- 3 What did they choose for the first course?
- 4 What did they order for the second course?
- 5 What wine did they choose?
- 6 What did they have for dessert?
- 7 Why did Miss Roberts have to hurry up?

**Exercise 26. Read the following dialogue and answer the questions.**

**Waiter:** Are you ready to order, sir?

**Customer:** Yes. I'd like a steak, please.

**Waiter:** Certainly. How would you like your steak cooked?

**Customer:** Well done, please. And can I have it with rice instead of French fries?

**Waiter:** Yes, of course. What would you like a salad or vegetables with that?

**Customer:** Yes, a mixed salad would be nice.

**Waiter:** Fine, sir, and would you like an appetizer or soup to start?

**Customer:** Oh, yes. Let's see ..... What's the soup of the day?

**Waiter:** Today we have asparagus soup – it's made with fresh asparagus.

**Customer:** Good. OK. I'll have that.

**Waiter:** And would you like some wine?

**Customer:** No, I'll have a beer I think. Do you have local beer?

**Waiter:** No, I'm afraid not. Would bottled beer be all right?

**Customer:** Yes. OK, never mind. That'll be fine.

**Waiter:** So, that's a well-done steak with rice and a mixed salad. And asparagus soup to start with. Is that right?

**Customer:** Yes, that's right. And can I have some bread, please?

**Waiter:** Yes, certainly. I'll bring you some right away.

**Customer:** Thank you.

**Answer the following questions?**

- 1 What has the customer ordered for the first course?
- 2 What will he have for the second course?
- 3 Steaks may be rare, medium or well done. Which one has the customer ordered?
- 4 Will he have any salad? What salad will he have?
- 5 Has he ordered rice or French fries?
- 6 What drink has he ordered?

**Exercise 27. Read the dialogue.**

**Jack:** Aren't we hungry?

**Jane:** Oh, yes, we are.

**Jack:** Would you like a glass of orange juice to start?

**Jane:** Thank you, I'd love one.

**Tom:** I'll have mineral water.

**Jack:** What shall we have?

**Tom:** The three-meal course, I think.

**Jack:** A la carte or table d'ote?

**Tom:** A la carte.

**Jack:** Waiter! Could we have the menus, please?

**Waiter:** Here you are.

.....  
**Waiter:** Are you ready to order?

**Tom:** Mm ... yes. But first can you tell us what the soup of the day is?

**Waiter:** Yes, it's carrot and potato. I'm sure you'd enjoy that. It's really delicious.

**Tom:** Mm .. oh, well, I don't know. .... OK. I'll have it, please.

**Waiter:** The soup of the day, good. And you, sir?

**Jack:** I'll have tomato soup, please.

**Waiter:** And as a main course?

**Jack:** Mm .... I don't know. Well, I can't decide ...

**Waiter:** May I recommend the fried trout? It's one of the chef's specialities.

**Jack:** Oh, yes. All right. But could I have the new potatoes instead of rice?

**Waiter:** Certainly, sir. And you, sir, what will you have for the second course?

**Tom:** I'll have roast beef, please.

**Waiter:** Would you like any vegetables?

**Tom:** Yes, some peas, and fried potatoes. Have you got any cauliflower?

**Waiter:** I'm sorry, we haven't got any cauliflower.

**Jack:** Can I have some mushrooms, please?

**Waiter:** Certainly, sir. Er ... would you like a salad? We've got a Summer salad.  
It's very tasty.

**Tom:** Oh, yes, but first, can you tell us what a Summer salad is.

**Waiter:** It's a salad of apples, celery and walnuts with a creamy dressing.

**Tom:** All right. I'll have it. And you, Jack?

**Jack:** I'll have it too.

**Waiter:** And what would you like to drink?

**Jack:** Oh, er ... could I have a glass of red wine?

**Tom:** I'll have beer.

**Waiter:** Certainly, gentlemen. Would you like to order your dessert now?

**Tom:** Yes, please. I'll have a piece of cheesecake and a cup of coffee, please.  
And you, Jack? A fruit salad, perhaps?

**Jack:** Er... I don't think so. I think I'll just have a coffee, thank you.

**Waiter:** Certainly, sir.

**Tom:** Oh, Jane, what will you have?

**Jane:** I'll have green peas, fruit and a cup of tea.

**Jack:** Why, are you on a slimming diet?

**Jane:** Yes, I am.

**Tom:** What does your diet allow you?

**Jane:** A lot of vegetables, but no cakes, no ice-cream and no chocolate.

**Jack:** Oh, poor thing.

**Answer the following questions:**

- 1 **A la carte** ['a:lə'ka:t] menu means a menu from which you can choose the dishes you want, **table d'ote** ['ta:bl'dout] menu (set dinner) means a complete dinner offered by the restaurant (you don't choose the individual courses). Which one is more expensive?
- 2 What have Tom and Jack ordered for the first course?
- 3 What have they ordered for the second course?
- 4 Jack has ordered red wine. Is he right?
- 5 What vegetables have they ordered?
- 6 What have Tom and Jack ordered for dessert?
- 7 What has Jane ordered?
- 8 What food is included in a slimming diet?
- 9 When should people keep a diet?
- 10 What's wrong in this conversation according to the etiquette?

**Exercise 28. Supply the correct prepositions.**

- 1 There is a wide choice ..... dishes ..... the menu.
- 2 I prefer fish ..... meat.
- 3 Lunch is served ..... 12.00 ..... 2.30 and consists ..... three courses.
- 4 Can I pay ..... credit card?
- 5 I'd like to reserve a table ..... four people ..... Wednesday.
- 6 Could we have a table ..... the corner, please?
- 7 Could you bring two helpings ..... steak, please?
- 8 We are going ..... lunch. Would you like to join ..... us?
- 9 Do you usually have brown bread ..... the meat course?
- 10 Let's have meat and potatoes ..... the second course and some ice-cream ..... dessert.
- 11 Are you going ..... the coffee shop ..... lunch or are you going to have a cup ..... tea ..... the office?
- 12 Do you have any spices ..... meat?

**Exercise 29. Here is a recipe of «Beef stew» a) Read the recipe, open the brackets and put the verbs in the correct tense and voice forms.**

**Ingredients**

1 lb.* steak, in one piece	1 clove garlic, chopped
2 lb. tomatoes	2 tablespoonful chopped parsley
2 tablespoonful wine vinegar	Seasoned flour
1 glassful red wine	0.5 teaspoonful black pepper
2 oz** butter	

\*1b – pound – фунт = 453,59 г  
\*\*oz – ounce – унция = 29,8г

**Method**

Beef ..... (to cut) in very thin slices with a very sharp knife. Seasoned flour ..... (to toss in) and ..... (to brown) in hot butter. Tomatoes ..... (to cut) into slices. Tomatoes, vinegar, wine and garlic .....(to add). It ..... (to bake) at 275<sup>0</sup> F\* for 3 hours. It ..... (to serve) with creamed potatoes.

\*F=Fahrenheit

- (b) **Your friend asked you for a recipe of some national dish. Choose a national dish and write out complete instructions on how to prepare it.**

**Exercise 30. Listen to the conversation and answer the following questions.**

- 1 What did the woman order?**
- 2 Why didn't she order anything for the main course?**
- 3 What were her complaints?**
- 4 How did the waiter treat her?**

**Exercise 31. Read the statement and choose the most appropriate answer.**

**I**

**1 You want to have breakfast at a hotel. The waiter comes up to your table.**

- a) Good morning. Could I have breakfast, please?
- b) I'm hungry.
- c) Do you serve breakfast?

**2 What would you like to have?**

- a) I'll have brown bread.
- b) Do you have cream cheese?
- c) I'll have a toast and marmalade.

**3 I'm sorry, we don't have any.**

- a) What have you got for breakfast?
- b) What would you recommend, then?
- c) Why don't you have it?

**4 How about some eggs?**

- a) Not for me, thank you.
- b) No, thank you.
- c) How do you serve them?

**5 You can have them fried, boiled and scrambled.**

- a) It's a good idea. I'll have 2 soft-boiled eggs.
- b) A hard-boiled egg, please.
- c) Fried eggs and ham, please.

**6 What would you like to drink?**

- a) Do you have orange juice?
- b) Tea, please.
- c) I'll have coffee.

**7 Would you like lemon or milk in your tea?**

- a) A little milk, please.
- b) One slice, please.
- c) No, thank you.

**8 The waiter asks you if you would like anything else.**

- a) I'd like some bread, please.
- b) No, thank you.
- c) I'd like to have some fruit.

**9 We have rolls, buns, brown bread, white bread and croissants. Which would you like to have?**

- a) I shouldn't eat too much.
- b) Give me two buns, please.
- c) No, that will be too much.

## II

### **1 You and your friends come to the restaurant.**

- a) I called you yesterday to reserve a table.
- b) Can we have a table, please?
- c) I reserved a table yesterday.

### **2 Can I have your name, please?**

- a) Dalton.
- b) Did we give your name, Jack?
- c) He's Jack.

### **3 Come this way. Will this table be all right?**

- a) Yes, I think so.
- b) That's fine.
- c) No, we don't like it.

### **4 Here are the menus. What would you like to start with?**

- a) We haven't chosen yet.
- b) What is your specialty?
- c) I think we'll start with shrimp salad.

### **5 What will you have for the second course?**

- a) We'll have meat.
- b) I prefer fish.
- c) We'd like to have a local dish.

### **6 How would you like your meat cooked?**

- a) I always have it rare.
- b) Could we have it well done, please?
- c) Medium, please.

### **7 Yes, sir. What will you have for dessert? We have delicious chocolate cake, fruit salad, ice creams and «Baked Apple Surprise».**

- a) What's that? It sounds nice.
- b) Do you have cream cheese?
- c) What ice cream have you got?

### **8 Apples stuffed with raisins and sugar and served with a sauce.**

- a) I shouldn't have any of this.
- b) And what is this?
- c) I think we all will have it.

### **9 Will you have some coffee?**

- a) Black coffee, please.
- b) What kind of tea do you have?
- c) We'll have coffee.

### **10 We have mint and orange tea.**

- a) I won't have any tea.
- b) Orange teas, please.
- c) Mint teas, please. And could we have the bill?

### **11 Here is the bill. I hope you enjoyed the meal.**

- a) Thank you, we had a very good meal.
- b) The service was bad.
- c) Separate bills, please.

**Exercise 32 (a). Read the conversations and put the lines in the correct order.**

**Put the number of the sentence opposite it.**

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- Can I have Mrs Hudson's Soup?</li><li>- French, please.</li><li>- Rare, medium or well done?</li><li>- And what dressing would you like?</li><li>- No, thank you.</li><li>- Would you like anything to drink?</li><li>- What would you like to start with?</li><li>- Well-done, please.</li><li>- May I take your order, please?</li><li>- Yes, I'd like a steak, please.</li><li>- Yes, black coffee, please.</li><li>- Yes, I would.</li><li>- Anything else?</li><li>- Certainly, sir. And would you like a salad?</li></ul> |
|--|---|

**(b)**

**Waiter:** Here are your bills and bon appetite.

**Khamid:** Yes, we'll have a piece of apple pie, a piece of chocolate cake, one cup of coffee and one cup of tea, please.

**Waiter:** Good evening, gentlemen. Here is the menu.

**Rustam:** Yes, of course, I will. Will we have a dessert?

**Rustam:** I'll have fried potatoes, please.

**Khamid:** Will you have a salad?

**Waiter:** Would you like anything to drink?

**Rustam:** Good evening. Let's see the menu. What will you have for the first course, Khamid?

**Waiter:** Would you like any salad?

**Khamid:** Can we have separate bills, please?

**Rustam:** One steak and one roast beef, please.

**Waiter:** Are you ready to order now?

**Rustam:** Black tea with lemon, please.

**Rustam:** One chicken soup and one tomato soup, please.

**Khamid:** I'd like a steak with green salad.

**Rustam:** And I will take a roast beef.

**Khamid:** Of course, we will. I will have a piece of apple pie and a cup of coffee.

**Rustam:** Yes, we are.

**Khamid:** And I'd like fried potatoes and carrots.

**Rustam:** A bottle of red wine, please.

**Khamid:** I'll have chicken soup. And you?

**Rustam:** Yes, two green salads, please.

**Waiter:** What vegetables would you like?

**Rustam:** And I will have fruit, a piece of cake and a cup of tea.

**Waiter:** And for the second course?

**Waiter:** Black tea or green tea, or tea with lemon?

**Waiter:** Would you like to order dessert now?

**Rustam:** I'll have tomato soup. And what will you have for the second course?

**Waiter:** What will you have for the first course?

**Exercise 33. Complete the dialogues.**

**I**

- Good afternoon. What would you like to order?
- .....
- What vegetables would you like?
- .....
- And would you like a salad?
- .....
- Will you have anything for dessert?
- .....
- What drink would you like?
- .....
- Here is your bill.
- .....
- Yes, you can. We accept both credit cards and cash.

**II**

- .....
- I'd like a hamburger and French fries, please.
- .....
- Yes, I'll have a small salad.
- .....
- I'd like a small Coke, please.
- .....
- No, thank you. I won't have dessert. Can I have the bill, please?
- .....
- In cash, please.

**Exercise 34. Role play.**

- 1 Call one of the restaurants (**See Ex. 17**) and reserve a table.
- 2 You want to arrange a business lunch for representatives of another company.  
Call a restaurant to reserve a table for the number of people and time you want.  
Ask what they have on their menu.
- 3 You have come to a restaurant and order dishes on the menu. (**See Ex. 18**).
- 4 You are out to dinner with an important guest. You want to wine and dine him/her properly. Speak to the headwaiter and let the guest make an order.
- 5 Think of some dish you are going to cook. Make a shopping list of things you'll need.
- 6 Discuss your own diet with a partner.

## Glossary of key words and phrases

### **bread – нон/хлеб**

*a loaf* - буханка, батон  
*brown (rye) bread* - қора нон/черный хлеб  
*white bread* - оқ нон/белый хлеб  
*a roll* - булочка  
*cheese* - сыр  
*sausage* - колбаса  
*ham* - ветчина  
*bacon* - бекон  
*butter* – сарғәз/сливочное масло  
*oil* – ўсимлик мойи/растительное масло

### **Eggs – тухум/яйца**

*hard-boiled eggs* – қаттиқ қайнатилган тухум/яйца вкрутую  
*soft-boiled eggs* – юмшоқ қайнатилган тухум/яйца всмятку  
*fried eggs* – аралаштирилмасдан қовурилган тухум/яичница-глазунья  
*scrambled eggs* - аралаштирилиб қовурилган тухум/яичница-болтунья

### **Dairy products – сүт махсулотлари/молочные продукты**

*milk* – сүт/молоко  
*curds, cottage cheese* - творог  
*sour cream* - сметана

### **Meat – гүшт/мясо**

*mutton* – қўй гүшти/баранина  
*lamb* – ёш қўйнинг гүшти/молодая баранина

### **Poultry – парранда/птица**

*chicken* – жўжа/курица, цыпленок

### **Fish - балиқ/рыба**

*fresh* – тирик/свежая  
*smoked* - дудланган/копченая  
*canned fish (Am.), tinned fish (Br.)* – консервированная рыба/балиқ  
*carp* - карп  
*herring* - сельдь  
*salmon* - лосось  
*sturgeon* - осетрина  
*trout* - форель  
*shrimps* - креветки  
*lobster* – қисқичбақа, омар/рак, омар  
*crab* - краб  
*caviar* - икра

*hamburger* – гамбургер

*hot dogs* – a sausage served in a long bread roll

*pancakes* – блины

*sugar* – шакар/сахар

*salt* - туз/соль

*pepper* – мурч/перец

*mustard* - горчица

*marmalade* - jam made of oranges

*corn flakes* - кукурузные хлопья

*rice* - гуруч/рис

*pasta* - макарон/макаронные изделия

*sweet cream* - сливки

*yogurt* – қатик/кислое молоко

*beef* – мол гүшти/говядина

*pork* – чўчқа гүшти/свинина

*veal* – ёш мол гүшти/телятина

*(beef)steak* - бифштекс

*duck* – ўрдақ/утка

*goose (geese)* – гоз/гусь (гуси)

*turkey* – курка/индейка



**beverages - ичимликлар/напитки**

*soft drinks* - яхна ичимликлар/прохладительные напитки

*dry* - сухое

*sweet* - сладкое

*champagne* - шампан виноси/шампанское

***semi-dry* - полусухое**

*semi-sweet* - полусладкое

*beer* - пиво

*wine* - вино

*sparkling wine* - шипучее вино

**vegetables – сабзавотлар, овощи**

***lettuce* – салат (барглари./листья)**

*potatoes* - картошка/

картофель

*tomatoes* – помидор/помидоры

*cucumbers* – бодринг/огурцы

*carrots* – сабзи/морковь

*onions* – пиёз/лук

*cabbage* – карам/капуста

*cauliflower* – гул карам

/цветная капуста

*beetroot* – лавлаги/свекла

*paprika* – гаримдори/зеленый перец

*eggplant (Am.), aubergine (Br.)* –

баклажон/баклажан

*French beans* - ловия/фасоль

*pea* – нохот/горох

*pumpkin* - қовоқ/тыква

*garden radish* - редиска

*turnip* – шолғом/репа

*black radish* - туррун/редька

*garlic* - чеснок

*asparagus*- спаржа

*pear* - нок/груша

*peach* – шофтоли/персик

*pineapple* - ананас

*plum* – олихўри/слива

*pomegranate* – анор/гранат

*raspberries* - малина

*strawberries* – қулунной/клубника

*tangerine* - мандарин

*watermelon* - тарвуз/арбуз

*persimmon* – хурмо/хурма

*raisins* – мағиз/изюм

**fruit – мевалар, фрукты**

*apple* - олма/яблоко

*apricot* - ўрик/абрикос

*banana* - банан

*cherry* - олча/вишня

*currants* - смородина

*date* - хурмо/финик

*fig*- анжир/инжир

*grapes* - узум/виноград

*melon* – қовун/дыня

*orange* - апельсин

**nuts – ёнғок/орехи**

*walnuts* – ёнғок/грецкие орехи

*hazel nuts* – ўрмон

ёнғоклари/лесные орехи

*peanuts* – ер ёнғок/арахис

*almonds* - миндаль

**dessert - десерт**

*cake* - торт

*a bar of chocolate*- плитка

шоколада

*biscuits (Br.), cookies (sweet)*

*crackers (salty) (Am)* – печенье

*ice-cream* – муз сиймоє/мороженое

## I. Focusing activities

**Exercise 1. (a) Answer the following questions.****1 How important is it for you to wear clothes that are in fashion?**

- a) Very important.
- b) Quite important.
- c) Not at all important.

**2 How many designer clothes have you got?**

- a) One or two things for special occasions.
- b) None – they are too expensive.
- c) Quite a lot – I like designer clothes.

**3 How often do you go shopping for clothes?**

- a) Two or three times a year.
- b) Once or twice a month.
- c) Every week, if possible.

**4 How often do you go shopping for food?**

- a) Once or twice a week
- b) Three times a week.
- c) Every day.

**5 What kind of clothes do you look for when you go shopping?**

- a) Things I think will look good on me.
- b) Things I've seen in fashion magazines.
- c) Things that are cheap.

**6 How many pairs of shoes have you got?**

- a) 5-10 pairs.
- b) More than 10 pairs.
- c) 1-5 pairs.

**7 You are invited to a party. Do you ...**

- a) buy something new to wear?
- b) wear what you wear every day?
- c) wear anything special?

**(b) 1 Do you prefer shopping alone or with anybody else? Why?**

2 Do you like shopping slowly and carefully?

3 Do you like window-shopping?

4 Do you agree with the statement that one can tell what people are like by looking at their clothes.?

5 What 'designer labels' can you name?

**(c) It is necessary to know. Read the following statements and say whether you agree with them. Discuss them in class.**

1 One should not follow every turn of the latest fashion blindly.

2 Clothes should be neat, well made, and in perfect taste.

3 A woman should adapt a fashion to her personality and should not adapt herself to it.

4 Accessories should always be in harmony with the dress and the wearer.

## II. On the line activities

### Exercise 2. Read the text and answer the questions.

- 1 Do you think shopping is important? Why?
2. What famous shops are there in the UK?
- 3 What kinds of shops are very popular in the USA?
- 4 Where should a traveller do shopping?

### Shopping in the UK and USA

Shopping is rather important, especially when we are abroad. Actually, tastes in food and clothes are international. Great Britain is very famous for its many shopping sites, where you can buy virtually everything.

Harrods, the largest department store in Europe is situated in London. It opened in 1849. One of its mottoes is that it sells everything. What it doesn't have it will do its best to order and deliver to anywhere in the world. There are 360 selling departments in Harrods including fantastic food halls, selling every imaginable type of food. Max & Spencer is Britain's favourite store. It's popular among tourists, too. The store has 564 branches all over the world – in Europe, America and Canada.

Millions of people come every year to shop in the U.K. Some of London's most famous and popular shops and shopping streets are Oxford Street and Regent Street famous for their spectacular illuminated decorations. Liberty's is a well-known fabrics-selling store. Hamleys is the world's largest toyshop. It has six floors filled with toys of all kinds, including dolls, games and models. You can see working mechanical toys around the store. Fortnum and Mason sell luxury food and have a worldwide delivery service.

Many British shops have January sales when they reduce the price of goods. Some people camp on the pavement outside the stores so that they could get the best bargains on the opening day.

There are dozens of Britain's markets, as well. Retail street markets sell to public, and are open during the day. New Covent Garden Market, Berwick Street Market, Spitalfields Market (in Soho) sell fruit and vegetables. Smithfield Market is one of the largest wholesale meat markets in the world; Petticoat lane market stalls sell clothes.

Even if you don't buy anything it is worth going along just to feel the lively atmosphere. Shops and markets of Great Britain are really remarkable places themselves.

The shops that are most characteristically American are the 'drugstores' and the 'supermarkets'. A 'drugstore' is not a 'chemist's shop', i.e. a place that sells only or mainly drugs. In some of them you can buy drugs, but their main business is to sell stationery, candy, milk shakes, ball-point pens, ice-creams, electric clocks, paper-backed books or imitation jewellery. Every drugstore has a food counter where you can sit on a high stool and have Coca-Cola, orange juice, hot dogs, coffee, cakes, sandwiches or omelettes. There are 'automats' or slot machines from which on putting in a coin you can get a plate of cooked ham, cooked beef or cheese or a can of Coke. There are supermarkets in England but the ones in America are much bigger: some covering 40,000 square feet\*. Shopping in a supermarket in the USA is easy. You just put the things you want in a basket or a cart and bring them to a cashier. She or he will ring up the things on the register, put them in a bag, and take your money. If you see the inscription 'On sale' or '50% off' it means that goods are sold with a discount. There are different kinds of sales: semi-annual and annual sales, half-price sales, holiday sales and many others. Never try to bargain in a department store. A bargaining over a price goes on only at flea markets and yard sales.

Many Americans frequent large, enclosed shopping malls in the suburbs of bigger cities. Some of these malls are enormous. They contain restaurants, department stores, and, sometimes, movie theaters.

While shopping in a department store, a salesperson will often come up to you and ask if he/she can help you find something. If you prefer to be left alone, you can say: "I'm just looking". If you need help, the salesperson will show you the items you are interested in.

-----  
**\*foot = 30.48 cm**

Tips to remember:

- \* In case you've found out that your purchase is damaged or faulty you can get a replacement or refund. So don't forget to keep the receipt.
- \* Be careful while doing shopping in the USA! The sum may be more than you see on the price tags. This is because there is a sales tax.
- \* If you want to buy something you should keep in mind that sizes of clothes and shoes are different in different countries.

**For shoes:**

USA	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5
England	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
<b>Europe</b>	<b>36</b>	<b>36.5</b>	<b>37</b>	<b>37.5</b>	<b>38</b>	<b>38.5</b>	<b>39</b>	<b>39.5</b>	<b>40</b>	<b>40.5</b>

**For men's suits, sweaters and outer clothes:**

USA, England	34	36	38	40	42	44	46
Europe	44	46	48	50	52	54	56

**For women's skirts, jackets, dresses and outer clothes:**

USA	8	10	12	14	16	18	20
England	30	32	34	36	38	40	42
Europe	36	38	40	42	44	46	48

**For women's sweaters and blouses:**

USA	30	32	34	36	38	40	42	44
England	32	34	36	38	40	42	44	46
Europe	38	40	42	44	46	48	50	52

**International sizes:**

**For men:**

Code	XS	S	M	L	XL
Size	44	46	48	50	52-54

**For women:**

Code	XS	S	M	L	XL
Size	32-36	36-38	38-40	40-42	42-44

**Exercise 3. Answer the following questions.**

- 1 What shops are there in London and what goods do they sell?
- 2 What store is Britain's favourite?
- 3 Why are British shops and markets so popular?
- 5 Where can customers make a bargain?
- 6 What kind of market is a wholesale market?
- 7 How do the shop owners attract customers?
- 8 What can a traveller buy at Petticoat?
- 9 Why are markets worth visiting?
- 10 What is the largest world's toyshop?
- 11 Where do Americans usually do shopping?
- 12 What tips should you keep in mind while doing shopping abroad?
- 13 What British shop should you address if you want to get exotic food in Tashkent?

**Exercise 4. Look at the five notices below. What does each notice mean?  
Choose the correct answer and tick it.**

**1 Closed for lunch 1pm-2pm daily.**

- a This hotel serves lunch for one hour every day.
- b This office does not open in the afternoons.
- c This restaurant serves lunch every day before 1pm.
- d This shop will not open at lunchtime between 1 and 2.

**2 SALE Last day!**

- a This shop will not open today.
- b Goods will be sold at lower prices for a few days only.
- c Goods will be sold at normal prices again tomorrow.
- d This shop will close tomorrow.

**3 CIGARETTES not sold to anyone under 18.**

- a You have to be 18 before you can buy cigarettes.
- b You cannot buy cigarettes if you are only 18.
- c You can buy packets containing fewer than 18 cigarettes.
- d You cannot buy under 18 cigarettes in a packet.

**4 TANDIO portable radios temporarily out of stock.**

- a Tandio portable radios have been sold out but more will be on sale at a later date.
- b Tandio portable radios are no longer being made and no more will be sold.
- c Tandio portable radios will soon be all sold as a lot of people are buying them.
- d Tandio portable radios should be bought now because no more will be made.

**5 FOR SALE all makes of watches from \$200 to \$2!**

- a Both cheap and expensive watches are made here.
- b The watches sold here have all been made by the same firm.
- c Some \$200 watches have been reduced to \$2.
- d You can get a watch here for as little as \$2 or as much as \$200.

**Exercise 5. Fill in the gaps in this funny story with *to dress, to put on, to take off or to wear*. Use them in the correct tense form.**

There was a fire in the middle of the night at a country hotel. The guests who were staying there did not even wait ..... (1) their clothes. .... (2) in blankets and overcoats they were standing watching the flames when another guest joined them. "Why did you people get so excited?"- he asked. "Now look at me. When I heard the alarm, I got out of bed, lit a cigarette and quietly ..... (3) myself. In fact I ..... (4) my tie when I thought it was not the best tie ..... (5) with the shirt I had on. So I ..... (6) the tie and ..... (7) another one. So I didn't lose my head at all. I never get excited in a difficult or dangerous situation".

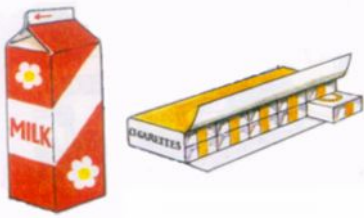
"That's good," - said one of the guests, "but why didn't you ..... (8) your trousers"?

**Exercise 6. Choose the most suitable word for each space.**

***Shopping in the street***

When I (1) ..... (like, make, go, do) shopping, I enjoy visiting street (2) ..... (markets, trades, shops, sales) looking for (values, cheaper, special, bargains) things. I wander around looking at each (3) .....(counter, table, stall, department), and asking about (4) .....(costs, prices, values, figures). Many (5) ..... (producers, shopkeepers, offers, goods) on sale are (6) ..... (less expensive, cost, priced, worth) than those in high- street shops, though the (7) ..... (expense, package, kind, quality) is not always good. It also depends on how much you want to (8) ..... (spend, use, make, cash). Clothes are often (9) ..... (fashion, cheaper, worn, logical), but it is difficult to (10) ..... (purchase, carry, try, wrap) them on. It's always (11) ..... (worth, more, been, time) looking at second-hand things, because you can (12) ..... (borrow, spend, save, count) a lot of money this way. Fresh fruit and vegetables usually have good (13) ..... (health, value, time, taste), and there is always an excellent selection. The main problem is whether you can carry home lots of (14) ..... (hand, papers, more, heavy) bags.

**Exercise 7. Here are the pictures of food and drink containers. (a) Match them with the words given below.**



a .....



b .....



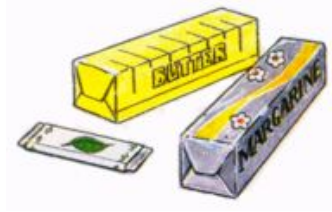
c .....



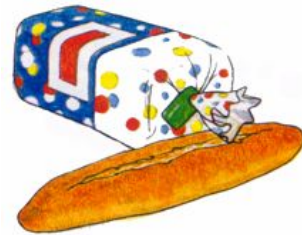
d .....



e .....



f .....



g .....



h .....



i .....



j .....



k .....



l .....



m .....

n .....



o .....



p .....



q .....

1- bag; 2- bottle; 3- packet(Br)/ pack(Am); 4- carton; 5- box; 6- bar; 7- loaf; 8- pot(Br)/container(Am); 9- spray can; 10- roll; 11- package; 12- tube; 13- jar; 14- six-pack; 15- book; 16- tin(Br)/ can(Am); 17- stick

**(b) Choose an item from the following list of foodstuffs and container in which a shop sells it, and use them as in the example.**

**Example: a tin of fish**

milk	yoghurt	eggs	ketchup
honey	toothpaste	bread	toilet paper
biscuits	sausages	jam	spaghetti
matches	beer	ice-cream	mineral water
flour	butter	chewing gum	chocolate
water	meat	cookies	juice

**Exercise 8. Read and act out the dialogues. Replace the words in bold with those given in ex. 7.**

#### **Dialogue 1**

- Can I help you?
- Yes, I'd like **a kilo of sugar**, please. **Half a kilo of cheese**. And **a tin of sardines**.
- What else?
- **A carton** of orange juice and a small **piece** of this cake, please.
- Will that be all?
- No. **A pack** of cigarettes, please.
- What kind will you have, madam?
- Some mild cigarettes, please. How much is all that?
- It's £..... .

#### **Dialogue 2**

- Have you got the shopping list?
- Yes, I have. Let's get a cart. We need **laundry detergent**.
- Is the big size too expensive?
- Not at all. We'd better buy a big **box of detergent**. It's cheaper to buy big sizes.
- What's the next on the shopping list?
- I have to check it. We need **a pound of butter, sour cream and eggs**.
- Dairy products are in aisle 4.
- Don't forget to look at the date on the label.
- Here are the eggs. I prefer **salted butter**. And you?
- I like **unsalted butter**.
- I think we need **a chicken** and some **meat**.
- Let's go to the meat counter.
- Now we have to buy **coffee**. That is in aisle 10.
- That's all we need. Let's go to the cash register.



**Exercise 9. (a) Look at the pictures and classify the items of clothes into the following groups: men's wear, women's wear, children's wear, footwear, street clothes and underwear. Do it in written form.**

**Picture 1**



- |                             |                           |
|-----------------------------|---------------------------|
| 1 blazer                    | 11 long sleeve            |
| 2 shirt                     | 12 belt                   |
| 3 trousers(Br)/pants(Am)    | 13 buckle                 |
| 4 shoes                     | 14 shopping bag           |
| 5 sweatshirt                | 15 sandal                 |
| 6 sweatpants                | 16 collar                 |
| 7 purse(Br)/wallet(Am)      | 17 short sleeve           |
| 8 trainers(Br)/sneakers(Am) | 18 dress                  |
| 9 vest(Br)/tank top(Am)     | 19 hand bag(Br)/purse(Am) |
| 10 shorts                   | 20 umbrella               |
|                             | 21 (high) heels           |

The picture is reproduced from The New Oxford Picture Dictionary. Oxford University Press



Picture 2



- |   |                        |    |         |
|---|------------------------|----|---------|
| 1 | cardigan               | 8  | pocket  |
| 1 | overalls               | 9  | cap     |
| 2 | jacket                 | 10 | glasses |
| 3 | skirt                  | 11 | uniform |
| 4 | briefcase              | 12 | tie     |
| 5 | waistcoat(Br)/vest(Am) | 13 | T-shirt |
| 6 | raincoat               | 14 | gloves  |

The picture is reproduced from The New Oxford Picture Dictionary. Oxford University Press

Picture 3



- |    |                            |    |                                |
|----|----------------------------|----|--------------------------------|
| 1  | undershirt                 | 11 | half slip                      |
| 2  | boxer shorts               | 12 | knee socks                     |
| 3  | pants (Br)/underpants (Am) | 13 | camisole                       |
| 4  | bra(ssiere)                | 14 | swimsuit(Br)/bathing suit(Am)  |
| 5  | tights(Br)/pantyhose(Am)   | 15 | socks                          |
| 6  | full slip                  | 16 | pyjamas                        |
| 7  | stockings                  | 17 | slippers                       |
| 8  | (bikini) panties           | 18 | dressing gown(Br)/bathrobe(Am) |
| 9  | briefs                     | 19 | night dress(Br)/nightgown(Am)  |
| 10 | long johns                 |    |                                |



**Exercise 9. (b) Here is a list of departments in which the items you have seen in exercise 8 (a) are sold. Distribute them among the departments.**

Men's wear	Ladies' wear	Footwear	Underwear	Sport goods	Leather goods

**Exercise 10. (a) Look at model 1.**

- *What is the ring made of?*
- *It is made of gold.*

**Ask questions and answer them using the words from the left-hand and right-hand columns. Work in pairs.**

shoes	wool
bag	terrycloth
belt	rubber
skirt	leather
coat	fur
suit	acrylic
jeans	cotton
high boots	polyester
gloves	silk
blouse	denim
bathrobe	velvet
earrings	gold
dress	silver
hat	corduroy
jacket	satin
shirt	suede [sweid]
pullover	sateen
	polyester-and-cotton

**(b) Look at model 2.**

Could you show me anything in green?

**Ask the shop assistant to show you something using the following words and phrases.**

- |                       |                    |
|-----------------------|--------------------|
| with stripes (1)      | with a design (5)  |
| checked (2)           | in plaid (6)       |
| with polka dots (3)   | with short sleeves |
| in a solid colour (4) | with long sleeves  |



**Exercise 11. You and your friend have been invited to attend a dinner party. It is not the occasion for a suit and an evening dress, but you cannot go in jeans and a T-shirt. Below you are given a choice of colours for each garment you are going to wear.**

**For a man:**

<b>jacket:</b>	navy blue	white	dark brown	black
<b>trousers:</b>	khaki	sea green	black	grey
<b>tie:</b>	multi-coloured	yellow	bright orange	crimson
<b>shoes:</b>	tan	red	brown	black

**For a woman:**

<b>skirt:</b>	deep blue	pale blue	black	turquoise
<b>blouse:</b>	pink	pearl	white	purple
<b>jacket:</b>	olive green	white	violet	wine-coloured
<b>tights:</b>	flesh-coloured	tan	pink	black
<b>skirt:</b>	black	beige	white	purple

**Exercise 12. Look at the model “It is worth doing something”. Make sentences using the words in brackets.**

**Example:** This is an excellent film and it **is worth seeing**.

- 1 This is a nice suit. It ..... (worth, to buy).
- 2 I don't like this pullover. It ..... (worth, to buy).
- 3 It's not your size. It ..... (worth, to try on).
- 4 I like this coat, but it's too expensive. It ..... (worth, to buy)?
- 5 We have enough money. It ..... about it (worth, to worry).
- 6 I'd read the book if I were you. It ..... (worth, to read).
- 7 These clothes are very old. They ..... (worth, to keep).
- 8 I think you don't need this bag. It ..... the money (worth, to waste).

**Exercise 13. Perform the following assignments.**

**a)** Sarah went shopping for some clothes yesterday. She wanted to buy a pullover, a raincoat, a pair of shoes and a skirt. But everything she tried on was wrong – either too big or too small or there was something else wrong. Find the opposites of these adjectives in the box.

- |               |                       |
|---------------|-----------------------|
| 1 big _____   | 6 light _____         |
| 2 wide _____  | 7 casual _____        |
| 3 long _____  | 8 expensive _____     |
| 4 heavy _____ | 9 old-fashioned _____ |
| 5 loose _____ | 10 high _____         |

<p><b>light, cheap, small, smart, tight, short, modern, dark, low, narrow, formal</b></p>
---

**b)** Use these adjectives to talk about the things she tried on.

**Example:** She tried on a pullover but it was too big. She really wanted a smaller one.

**Exercise 14. Choose the right variant and underline it.**

- 1 I bought my CD-player when the prices were reduced. It was (on sale/in a sale).
- 2 I'm sorry, but we don't accept credit cards, only (cash/coins/money).
- 3 Is it all right if I pay (with cheque/by cheque/from cheque)?
- 4 We don't exchange goods unless you still have the (bill/cheque/receipt).
- 5 I'm afraid I've only got a \$50 note. Do you have (change/money/rest)?

### III. Between the line activities

**Exercise 15. Answer the following question. What would you wear on each of the occasions listed below?**

- a) a barbecue
- b) a formal party
- c) a quiet evening at home
- d) a discotheque
- e) a summer afternoon on the river
- f) if it is raining
- g) if it is snowing

**Exercise 16. Write out the shopping list of clothes you need for a holiday.**

- a) in the mountains
- b) at the sea side

**Exercise 17. Read the dialogue.**

#### Dialogue

- Susan:** I'm worried about what to wear on our holiday, Jane. John told me I should buy some blouses. Do you think that's a good idea?
- Jane:** Well, look here. We're right outside Max & Spencer and you've got half an hour before John picks you up for lunch. Why don't we go and see what they've got?
- Susan:** Oh, Jane! Isn't that a lovely dress in the window? How do you think it would look on me?
- Jane:** It's your colour, Susan. Let's go and see whether they've got it in your size. .... Here you are, there's another one on the rail.
- Susan:** But it's a ten, I don't think it'll fit me. That one in the window looks smaller.
- Shop assistant:** Can I help you, madam?
- Susan:** That blue dress in the window, what size is it?
- Shop assistant:** It's an eight, madam.
- Susan:** Could you get it out of the window for me? I'd like to try it on.
- Shop assistant:** Very good, madam.
- Susan:** Look, Jane. Do you think this sweater will match my skirt? I wonder whether the dark green isn't a bit dull. I think I'll have a look at another one. No, not that one, the red one. Yes, that's it. What do you think, Jane?
- Jane:** I don't know that red really suits you. You shouldn't worry about whether the colour goes with your skirt. Whether it goes with your face is what matters.
- Shop assistant:** Here's the dress, madam. The fitting-rooms are this way.
- Susan:** Er... Before I try it on, I wonder how much it costs?
- Shop assistant:** £85.
- Susan:** Well, I don't think I'll take it just now. I'll have to think it over. I'm sorry to have troubled you.
- Jane:** That's £85 saved, anyway.
- Susan:** John will be here in a moment. We can't just leave without buying anything.
- Jane:** Oh, Susan, look at those lovely hats. That's just what we need.

**Susan:** They're very nice. You know, that white one certainly suits you.  
**Jane:** And you look wonderful in that black one. I wonder how much they are.  
**Susan:** £20. Let's buy one each, shall we?  
**Jane:** All right. Excuse me. We'll just have these hats. Here's the money, don't bother to wrap them up, we'll put them on right away.  
**Susan:** Oh, John is waiting for us by the door.  
**John:** Have you bought a blouse, Susan?  
**Susan:** A blouse? Why, no. But how do you like my new hat?  
**John:** Susan! You said you were going to buy something useful to wear and you've bought this ridiculous hat. I can't think what gets into women when they go shopping. ... Oh women!

**Answer the questions.**

- 1 What did Susan want to buy when they entered the shop?
- 2 What shop did they call at?
- 3 What did Susan see in the window?
- 4 What size does she wear?
- 5 How much is the dress that Susan tried on?
- 6 How much are hats they bought?
- 7 Did they have the hats wrapped up?
- 8 Why didn't Susan buy a dress?
- 9 What matters when you try to choose clothes?
- 10 Why do women spend a lot of time in shops without buying anything?

**Exercise 18. Read the dialogue.**

**Dialogue**

**Salesman:** Can I help you?  
**Man:** Yes, sir. I'm looking for a suit.  
**Salesman:** What's your size?  
**Man:** 48.  
**Salesman:** What colour do you have in mind?  
**Man:** I prefer something in brown.  
**Salesman:** Here's an excellent suit in brown. Will you try it on?  
**Man:** Yes, I will. Where is the fitting room?  
**Salesman:** Come this way.  
 .....  
**Man:** How does it look?  
**Salesman:** It looks great. It's exactly your size.  
**Man:** How much is it?  
**Salesman:** It's \$150.  
**Man:** All right. I'll take it.  
**Salesman:** Anything else?  
**Man:** Yes. Could you show me a shirt?  
**Salesman:** With short or long sleeves?  
**Man:** Long sleeves, please.  
**Salesman:** What colour, sir?  
**Man:** White.

**Salesman:** Here you are, sir.  
**Man:** What is it made of?  
**Salesman:** It's 65% cotton and 35% polyester.  
**Man:** And can I have a tie to match the suit and the shirt?  
**Salesman:** Certainly, sir. We have a wide choice of ties here.  
**Man:** I'll take this one. How much does it all make?  
**Salesman:** Well, let me see. The suit is \$150, the shirt is \$16, the tie is \$8 plus tax. That makes \$191.40. Will you pay in cash or by credit card?  
**Man:** In cash.

**Answer the questions.**

- 1 What was the man looking for?
- 2 What's his size?
- 3 What items did he buy?
- 4 What kind of shirt did he buy?
- 5 How much did the man pay?
- 6 How did he pay?

**Exercise 19. Read the dialogue. Keep in mind the sequence of the statements and the responses that follow them.**

**Man:** Excuse me. I wonder if you could help me.  
**Salesman:** Of course, sir.  
**Man:** I'm looking for a sweater for my girl friend.  
**Salesman:** Do you have any particular colour in mind, sir?  
**Man:** Yes, wine-coloured if possible.  
**Salesman:** Well, we have 3 styles – one with a V-neck, one with a round-neck and a polo-neck.  
**Man:** How much are they?  
**Salesman:** The sweaters with a V-neck and a round-neck are the same price – 32.99. And the sweaters with a polo-neck are 35.99.  
**Man:** Yes ... that's just what I was looking for. Perhaps I'll take the one with a round neck. What size are they, please?  
**Salesman:** They come in small, medium, large and X-large.  
**Man:** Medium, if you've got it.  
**Salesman:** No problem. ... Right, that'll be 32.99.  
**Man:** Do you accept Traveller's cheques?  
**Salesman:** No, sir. Sorry, we don't.  
**Man:** Can I pay in cash?  
**Salesman:** Yes, sir. ... Thank you ... Here you are and here's your receipt.  
**Man:** Thank you very much.  
**Salesman:** You're welcome, sir.



**Exercise 20. Match the right salesman's reply with the man's statement and write down the required figure.**

The man's statements	Nº	The salesman's replies
<b>Man:</b> Excuse me. I wonder if you could help me. <b>Salesman:</b> .....	....	1 Well we have 3 styles – one with a V-neck, one with a round-neck and a polo-neck.
<b>Man:</b> I'm looking for a sweater for my girl friend. <b>Salesman:</b> .....	....	2 They come in small, medium, large and X-large.
<b>Man:</b> Yes, wine-coloured if possible. <b>Salesman:</b> .....	....	3 No, sir. Sorry, we don't
<b>Man:</b> How much are they? <b>Salesman:</b> .....	....	4 Of course sir.
<b>Man:</b> Yes ... that's just what I was looking for. Perhaps I'll take the one with a round neck. What size are they, please? <b>Salesman:</b> .....	....	5 <i>You're welcome sir.</i>
<b>Man:</b> Medium, if you've got it. <b>Salesman:</b> .....	....	6 Do you have any particular colour in mind, sir?
<b>Man:</b> Do you accept Traveller's cheques? <b>Salesman:</b> .....	....	7 The sweaters with a V-neck and a round-neck are the same price – 32.99. And the sweaters with a <i>polo-neck</i> are 35.99.
<b>Man:</b> Can I pay in cash? <b>Salesman:</b> .....	....	8 No problem... right, that'll be 32.99.
<b>Man:</b> Thank you very much. <b>Salesman:</b> .....	....	9 Yes, sir. ... Thank you ... Here you are and here's your receipt

**Exercise 21. Complete the statements or questions in the left-hand column with a remark or an answer from the right-hand one.**

<b>a</b> I'll take this jumper.....	<b>1</b> Not at all, madam. It's a pleasure.
<b>b</b> Can I pay by credit-card? .....	<b>2</b> No, they are too tight.
<b>c</b> What do you think of it?	<b>3</b> How would you like to pay?
<b>d</b> Where do I pay? .....	<b>4</b> Sorry. We're out of stock at the moment.
<b>e</b> Can I help you? No thanks, .....	<b>5</b> I'll leave it.
<b>f</b> Have you got a pair like this in red ? .....	<b>6</b> I'm just looking.
<b>g</b> That's \$ 49.99, please. ....	<b>7</b> Sorry, we only accept cash or cheques.
<b>h</b> There isn't price label on this shirt. ....	<b>8</b> 48.
<b>i</b> Could I try this on? .....	<b>9</b> Yes, here you are.
<b>j</b> This computer looks difficult to use. ....	<b>10</b> How much is it?
<b>k</b> What's your size? .....	<b>11</b> Yes, the fitting room is over there.
<b>l</b> Do they fit? .....	<b>12</b> Over there, at the counter.
<b>m</b> Have you got them in a bigger size? .....	<b>13</b> I like it. It looks good on you.
<b>n</b> Thanks very much for your help. ....	<b>14</b> Could you explain how it works?
<b>o</b> I can't decide whether to buy it or not, so I think .....	<b>15</b> Can you wrap it up for me?

## Exercise 22. Read the dialogue.

- Woman:** Excuse me.  
**Sales Assistant:** Yes, madam. Can I help you?  
**Woman:** I'm looking for a pair of brown shoes in medium heels..  
**Sales Assistant:** Brown.  
**Woman:** Yes, you've got them in the window. Could I try them on?  
**Sales Assistant:** Certainly, madam. What size is it?  
**Woman:** 37.  
**Sales Assistant:** Just a moment, please. .... Yes, here you are.  
**Woman:** Are they leather?  
**Sales Assistant:** Oh, yes.  
**Woman:** I like the style.  
**Sales Assistant:** Yes, they are very nice. Do they fit all right?  
**Woman:** They are a bit tight, actually. Have you got a larger size?  
**Sales Assistant:** Sorry, we haven't.  
**Woman:** Oh, dear! Have you got anything similar in brown that would fit me?  
**Sales Assistant:** No, we haven't, I'm afraid. And would you like to try on these black shoes? It's your size.  
**Woman:** No, thank you. I need the shoes that would match my dress.  
**Sales Assistant:** I'm sorry, madam. Come again next week.  
**Woman:** Thank you very much, I will.

### Answer the following questions:

- 1 What is the woman looking for?
- 2 What kind of shoes does she need?
- 3 What size does she wear in shoes?
- 4 What are the shoes the sales assistant showed her made of?
- 5 Did the shoes fit her?
- 6 Why didn't she buy the shoes?
- 7 Why didn't she buy the shoes the sales assistant offered her?

## Exercise 23. Supply the correct preposition.

- 1 They have a very good selection ..... ties ..... all shades.
- 2 "What can I do ..... you?"- asked the shop assistant.
- 3 I'd like a silk dress ..... summer wear. Can you show me something ..... light blue.
- 4 He is looking ..... a pair ..... jeans.
- 5 She asked ..... winter underwear but they did not have it .... stock.
- 6 Can I pay...cash or do you accept only credit cards?—You can pay ... credit card.
- 7 It is too expensive ..... me. I'd like something cheaper.
- 8 I'd like to have a look ..... one ..... the hats you have ..... the window.
- 9 Can I try ..... these shoes?
- 10 Don't wrap ..... these shoes. I'll put them ..... .
- 11 Can you show me that lamb- wool sweater ..... a V-neck, please?
- 12 These pullovers come ..... small, medium and large sizes.
- 13 I'd like to exchange the shoes ..... high heels ..... the ones ..... medium heels.
- 14 Susan did not like the hat she had ..... .

### III. Beyond the line activities

**Exercise 24. Read these shopping ads and then answer the questions.**

**1**

**Mary Home Interiors**

Come and see a wonderful selection of all the finest curtain fabrics (at the lowest possible prices), also carpets and wallpapers.  
Making up service available.

**2**

**Lady Hamilton**

Presenting elegant fashions. Seek us out in our spacious showrooms in John Street, where you will find a collection of beautiful clothes for

**3**

**Rose Marie**

A distinctive Ladies Fashion House offering a very personal atmosphere. Classic clothes from leading English and Continental collections, wedding and special occasion wear, accessories and matching mode hats.

**4**

**The Amish Barn Gift Shop**

Wide selection of gifts, handicrafts, wall hangings and much, much more.  
Open 7 days.

**5**

**Crabtree & Evelyn**  
**Swiss skin care**

Scientists in Switzerland, combining time-tested natural ingredients with the benefits of modern technology have formulated a range of products that are easy to use and effective for a wide variety of climates and skin types.

**6**

**Cramers' Rosie Patch**

Visit our dried farm outlet and decorate your home with beautiful herbs and everlastings!  
Wreaths, huge bunches, bouquets and more. We'll ship your purchase

**7**

**TIZIANO**

Handmade leather belts and bags.  
Beautiful clothes carefully chosen.

**Answer the questions and discuss your choice with a partner.**

- 1 Which shop will you go to if you want to buy a bag or belt? .....
- 2 Which shops will you go to if you are going to a party and need an evening dress? ....
- 3 Which shops will you go to if you have moved to a new flat? .....
- 4 Which shop will you go to if you are going to your friend's birthday party? .....
- 5 Which shop will you go to if you need a hat? .....
- 6 Which shop will you go to if you need some cream? .....
- 7 Which shop can deliver your purchase to your home? .....

**Exercise 25. (a) Listen to the conversation and tick whether the statement is true (T) or false (F).**

Statements	T	F
1 The woman is looking for a three-piece suit.		
2 She prefers dark colours.		
3 Double-breasted suits are in fashion.		
4 The woman is aware of European sizes.		
5 She is satisfied with the service.		
6 The fitting room is next to the shoe department		
7 The suit she finally tried on fitted her perfectly.		

**(b) Answer the following questions.**

- 1 Why wasn't the woman pleased?
- 2 Was the salesgirl patient enough?
- 3 How did she treat the customer?
- 4 Did the woman behave in the right way? Give your reasons.

**Exercise 26. Jack is out shopping. He calls at a men's wear shop to buy a pair of socks. Listen to the conversation between Jack and a salesman.**

**(a) Complete the chart.**

Things	Colour	Material
1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____

**(b) Answer the questions.**

- 1 Why did Jack go shopping?
- 2 What did Jack intend to buy?
- 3 How many items were listed in his receipt?
- 4 Was he satisfied?
- 5 Was the salesman good at bargaining?
- 6 Have you ever been in the same situation?
- 7 Have you ever bought anything you didn't intend to buy?

**Exercise 27. If there is something wrong with the things you've bought you can either exchange them or get a refund. Read the dialogue illustrating how you can do it.**

**Customer:** I bought this pullover yesterday. I'd like to get a refund.

**Sales assistant:** What's wrong with this pullover?

**Customer:** I don't like it.

**Sales assistant:** Would you like to exchange it for another one?

**Customer:** No, I want a refund, please.

**Sales assistant:** OK. Have you got a receipt?

**Customer:** Here you are.

**Sales assistant:** You'll get your refund in room 25.

**Customer:** Thank you.

**Exercise 28 Listen to the five dialogues and find out what the shoppers are complaining of and how the problems have been solved.**

	Dialogue 1	Dialogue 2	Dialogue 3	Dialogue 4	Dialogue 5
<b>Complaint</b>					
<b>Solution to the problem</b>					

**Exercise 29 Here is the receipt. It can give you a lot of information. Study the receipt and answer the following questions.**

JC PENNEY		
BARNES CROSSING MALL		
TUPELO, MS		
FOOTWEAR		
QTY 1		52.00
HANDBAG		40.00
GLASSES		27.00
PERFUME		100.50
SUBTOTAL		219.50
SALES TAX		21.95
CASH		300.00
CHANGE		58.55
11/25/10	CASH	241.45

- 1 Where did the buyer shop?
- 2 When was the shopping done?
- 3 Which items are there in the receipt?
- 4 How much did the buyer pay?
- 5 How did the buyer pay?
- 6 How much change did the buyer get?

**Exercise 30. Read the statements and choose the most appropriate answer.**

**I**

**1 A friend is visiting you. He/she wants to go downtown and asks you:**

**“Are you coming?”.**

- a) Just a minute.
- b) Where?
- c) In a minute.

**2 Shopping!**

- a) I've got everything I need.
- b) Which shop?
- c) What do you want to buy?

**3 We can just have a look around.**

- a) I have no spare money.
- b) And spend some money.
- c) I need jeans.

**4 Let's call at this shop.**

- a) They have nice shoes.
- b) They are rather expensive.
- c) I don't like them.

**5 I like these shoes.**

- a) Do you want to try them on?
- b) Yes, I do.
- c) I don't know my size.

**6 These shoes look nice on you.**

- a) They are too tight.
- b) Can I try on the left one?
- c) Do they?

**7 I'll take them.**

- a) And I'll take another pair.
- b) As you like!
- d) Don't forget about shoes cream.

## II

### **1 You enter a clothes shop. A salesgirl comes up to you. She says:**

#### **"Can I help you?"**

- a) May I try this on?
- b) We're just looking.
- c) Do you have them in grey?

### **2 Look at these shirts!**

- a) The colour is nice.
- b) I don't like short sleeves.
- c) I have one like this.

### **3 What about that one?**

- a) I like it.
- b) There is one button missing.
- c) I don't like it.

### **4 How is it?**

- a) It doesn't fit me.
- b) It's all right.
- c) It suits me perfectly.

### **5 We have other colours.**

- a) Which colours?
- b) I want blue.
- c) Is it 100% cotton?

### **6 This shirt fits you perfectly.**

- a) It's too bright.
- b) It's too tight.
- c) Yes, it does, but I don't like the colour.

### **7 We have them in white, yellow, blue and green.**

- a) No, not green.
- b) Can I see the blue one?
- d) Where is the white one?

### **8 There's the fitting room over there.**

- a) Where is the mirror?
- b) Can I try it on?
- e) Thank you.

### **9 Do you want to try on a bigger size?**

- a) What are the sizes?
- b) Yes, please.
- c) No, thank you.

**Exercise 31. Personal appearance and dress codes are important. Discuss in class what dress requirements are in your job and how much people usually spend on clothes in your country.**

**Exercise 32. Read the conversation and put the lines in the correct order. Put the number of the sentence opposite it.**

	<ul style="list-style-type: none"><li>- Yes, I'm looking for a dress.</li><li>- I'd like a red dress.</li><li>- It's too big!</li><li>- I need a medium.</li><li>- May I help you?</li><li>- Oh, I like it.</li><li>- What colour are you looking for?</li><li>- Can I try it on?</li><li>- Do you want a long or a short-sleeved dress?</li><li>- No, that's too dark.</li><li>- It looks great.</li><li>- And this one?</li><li>- What's your size?</li><li>- Do you like this one?</li><li>- Yes, the fitting room is over there.</li><li>- Short-sleeved, please.</li><li>- I'll take it.</li><li>- This one is smaller.</li><li>- Does it fit you?</li></ul>
--	---

**Exercise 33. Complete the dialogues.**

**I**

Can I help you?  
.....

What's your size?  
.....

We have them in different colours. What colour do you have in mind?  
.....

Would you like to try it on?  
.....

Does it fit you?  
.....

Here is a larger size.  
.....

It's \$ ..... . How will you pay?  
.....

We don't accept credit cards.  
.....

Here is your suit.  
.....

Come again. Have a nice day.

**II**

.....  
I'm looking for a sweater.  
.....

I'd like something for winter wear.  
.....

What are they made of?  
.....

I prefer a lamb- wool sweater.  
.....

Dark green, please.  
.....

Forty- six.  
.....

Can I pay by credit card?  
.....

**Exercise 34. Role play.**

1. You are abroad. You want to buy souvenirs and gifts for your friends and relatives. Make a list of things you are going to buy. Then act out the scene in a shop.

2. You are in a shop and buying:

- a pair of shoes
- a suit, a shirt and a tie to match them
- a dress
- a hat, a scarf and gloves

3 You bought a pullover. But when you came home you found out that it was too small for you. You should speak to a shop assistant and get a refund.

## Glossary of key words and phrases

### Clothes

coat=overcoat - пальто  
 fur coat – шуба  
 fur hat – мўйнали қалпоқ/  
 меховая шапка  
 mittens - қўлқоп/варежки  
 high boots – этик/сапоги  
 rubber boots – резина этик/  
 резиновые сапоги

### Jewellery

ring – узук/кольцо  
 earrings - зирак/серьги  
 clips - қисқичлар/клипсы  
 chain - занжир/цепочка

### Toiletries and Makeup

sponge - губка  
 tooth brush – тиш щёткаси/  
 зубная щётка  
 tooth paste – тиш пастаси/  
 зубная паста  
 soap - совун/мыло  
 razor – устара/бритва  
 razor blade – лезвие бритвы  
 shaving cream – соқол олиш учун  
 крем/крем для бритья  
 after-shave lotion - соқол олгандан  
 сўнг ишлатиладиган лосьон/  
 лосьон после бритья  
 deodorant - дезодорант  
 perfume - атир/духи

### Toys

teddy bear – айик/медведь  
 doll - қўғирчоқ/кукла

jogging shoes – югуриш туфлиси/  
 туфли для бега  
 kerchief – рўмол/платок  
 handkerchief – дастрўмол/  
 носовой платок  
 turtleneck - водолазка

necklace - бўйин

тақинчоғи/ожерелье  
 bracelet – билак узук/браслет  
 cuff links - запонки  
 brooch – тўғноғич/брошь  
 tie clip – галстук тўғноғичи/  
 заколка для галстука

nail polish – тирноқ бўяш учун  
 лак/лак для ногтей

nail remover – лак бўёғини ўчириш  
 учун суюқлик/жидкость  
 для снятия лака

mascara – киприк туши/  
 тушь для ресниц

eye shadow - тени

blush/rouge - румяна

eye liner – кўз бўяш қалами/  
 карандаш для глаз

lipstick – лаб бўёғи/губная помада

eau de Cologne - одеколон

powder - пудра

hare - қуён/заяц

ball - копток/мяч

mask – ниқоб (маска) /маска

balloon – шар/надувной шарик



**Exercise 1.** In the table below you can see the questions and the list of service establishments that provide different services. Match the service establishment with the correspondent question. Remember, there could be more than one answer. Discuss your choice with your partner.

Questions	Nº	Service establishments
1 Where will you go if you want your shoes repaired?	.....	1 a barber's shop 2. a hairdresser's
2 Where will you go if you want your hair cut?	.....	3 a shoe repairer's 4 a laundry
3 Where will you go if you want your things cleaned?	.....	5 a Laundromat 6 a dry cleaning shop
4 Where will you go if you want your things washed?	.....	7 a car rental company 8 a fitness centre
5 What will you do if you need a car to hire?	.....	9 a snack bar 10 a car park

## II On the line activities

**Exercise 2. Read the text.**

### Repairs and services

When you are travelling you may have some problems as the things, which surround us may break. We have them broken now and then, and we need them repaired, cleaned and washed. How to solve this problem? Some hotels may provide these services or there are special service establishments outside the hotel. They are: a shoe repairer's, a laundry, a dry cleaner's, a watch repairer's and other service shops. Sometimes they are combined in one building. Service is generally good. Such service establishments are an excellent arrangement for a busy man. Some minor services can be done while you wait.

If you have any stains you want removed, the dry cleaners will take care of them.

If your watch is broken, slow or fast a watchmaker is at your service.

If you have any problems with your footwear a shoemaker will repair and polish them. He has a wide choice of leather and rubber heels.

An amateur photographer may have his film developed and photos printed.

Another service establishment, which we visit more often, is a barber's shop (for men) and a hairdresser's shop or a beauty parlour (for women). You can have a shave, a shampoo, a haircut, a hairdo, your nails done, a massage and other services.

If you can drive a car you may hire it in one of the car rental companies.

Call on one of the service establishments and you will have all your problems solved.

**Exercise 3.** Look at the following group of words and phrases and decide where the given services are provided. Choose the required service establishment opposite each group of words from the following list of services:

*Hairdresser's shop; Watchmaker's shop; Shoemaker's; Barber's shop; Laundry and Dry Cleaning; Car rental company; Photographer's.*

Words and phrases	Service establishments
To have one's hair done (waved; dyed) to have a haircut to have a manicure (one's nails done) to have a pedicure (a shampoo; a colour rinse; a facial massage) colour: blonde, brunette, darker colour, a lighter colour Don't use any hairspray. I have oily/dry hair.	
I want these clothes cleaned (pressed/ironed; washed; dyed) There is a spot/stain on ..... There is a button missing.	
To have (to get) a shave, a haircut, a shampoo You can cut a little at the back (in front, on the sides). Leave it long. I have a part on the left (on the right, in the middle). I comb my hair straight back (without a part). Please trim my hair (my beard [biəd], my moustache [mə'sta:ʃ], my whiskers). Please shave the back of my neck. I don't want eau de Cologne. I have a tender skin.	
I want these shoes repaired (soled, half soled, heeled, polished) leather/rubber soles/heels half soles to be worn down a pair of shoe laces a pair of insoles	
to regulate a watch to clean to put a new glass My watch is fast/slow. My watch doesn't run well. My watch has stopped running. The glass is broken. There's something wrong with the hour/minute hand, glass). Can you replace the battery?	
to have one's photo taken to develop and print photos	
to hire (Br.); to rent (Am.) mileage, petrol (Br.), gas (Am.) petrol station (Br.), gas station (Am.) licence (Br.)/license (Am.)	

**Exercise 4. Answer the questions. Discuss your answers with your partner.**

- 1 What services do service establishments provide?
- 2 Why are they convenient?
- 3 Do you often go to any service shop?
- 4 Which usually wear down sooner, the heels or the soles of shoes?
- 5 What services are available at a dry cleaner's shop?
- 6 How often do you usually have a haircut, a hairdo, a shampoo, a shave?
- 7 Do people with tender skin prefer to shave themselves or go to the barber's?
- 8 What haircut style do most men prefer?
- 9 What haircut style do you prefer: long, short, combed back or parted on the sides?

- 10 What side do you have a part (on the left, on the right, in the middle)?
- 11 If you need both a haircut and a shave what will the barber do first?
- 12 Do you develop the film and print photos yourself or do you have them done?

**III Between the line activities**

**Exercise 5. Look at these two sentences and compare them.**

*He repaired his TV set. (He did it himself)*

*He had his TV repaired. (Someone repaired it for him)*

The pattern **to have (to get, to want) something done** means that the action expressed by Participle II is performed for the person, not by the person.

*She must get her shoes repaired.*

*I had my hair cut.*

*He wants his jacket cleaned.*

**Exercise 6. Make up sentences.**

I	don't want	our photos	made
He	want to have	his car	developed
She	got	her watch	washed
They	doesn't want	their linen	repaired
We	had	our film	cut
	will have (get)	his shirt	ironed (pressed)
	wants to have	their car	taken
		her dress	polished
		her nails	printed
		their photos	cleaned
		her shoes	
		their clothes	
		his hair	

**Exercise 7. Change the sentences according to the model.**

**Model: He made a new suit.**

**He had a new suit made.**

- 1 He developed and printed the photos yesterday. ....
- 2 The man repaired his watch. ....
- 3 She cleaned her dress. ....
- 4 The woman wants to wash the linen. ....
- 5 The girl wanted to do her hair. ....

**Exercise 8. Practice the following according to the model.**

**Model: My car has broken down. (to repair) I must have it repaired.**

- 1 My hair is too long. (to cut) .....
- 2 The suit has a stain. (to dry-clean) .....
- 3 My room looks awful. (to paper) .....
- 4 I don't like your hairdo. (to do in a different style) .....
- 5 She spilt coffee on her skirt. (to wash) .....
- 6 He needs a copy of this document (to photocopy) .....

**Exercise 9. Put the verbs in the appropriate form.**

- 1 Shirts and ties have to be ..... (to iron).
- 2 A stained jacket wants ..... (to clean).
- 3 Shoes with soles worn down must be ..... (to repair).
- 4 Long sleeves have to be ..... (to shorten).
- 5 Buttons that come loose need ..... (to sew).
- 6 I want my hair ..... (to cut) at the back.

**Exercise 10. Read the following dialogue.**

**At the barber's**

**Barber:** Good morning. What can I do for you?  
**Man:** Haircut and shave, please.  
**Barber:** Do you want your hair cut short or just trimmed?  
**Man:** I want it cut but not too short.  
**Barber:** Your hair's rather dry, sir. A shampoo will do it a lot of good.  
**Man:** Very well.  
**Barber:** And now for the shave.  
**Man:** Yes. But be careful, my skin is rather tender.  
**Barber:** You needn't worry, sir. .... There you are, sir.  
**Man:** How much do I owe you?  
**Barber:** \$ .....  
**Man:** Here you are. And keep the change.  
**Barber:** Thank you, sir.

**Exercise 11. Match the right man's reply with the barber's statement and write down the required figure.**

Barber's statements	Nº	Man's replies
<b>Barber:</b> Good morning. What can I do for you? <b>Man:</b> .....	....	1 Yes. But be careful, my skin is rather tender.
<b>Barber:</b> Do you want your hair cut short or just trimmed? <b>Man:</b> .....	....	2 Very well.
<b>Barber:</b> Your hair's rather dry, sir. A shampoo will do it a lot of good. <b>Man:</b> .....	....	3 I want it cut but not too short.
<b>Barber:</b> And now for the shave. <b>Man:</b> .....	....	4 Haircut and shave, please.
<b>Barber:</b> You needn't worry, sir. .... There you are, sir. <b>Man:</b> .....	....	5 Here you are. And keep the change.
<b>Barber:</b> \$ ..... <b>Man:</b> .....	....	6 How much do I owe you?
<b>Barber:</b> Thank you, sir.		

**Exercise 12. Answer the questions.**

- 1 How does the man want his hair done: cut or just trimmed?
- 2 Why will a shampoo do his hair good?
- 3 What else does he want?
- 4 What kind of skin does he have?

**Exercise 13. Read the following dialogue.**

**At the shoe repairer's**

**Shoemaker:** What can I do for you?  
**Customer:** I'd like these shoes soled.  
**Shoemaker:** Leather or rubber soles?  
**Customer:** Leather soles, please.  
**Shoemaker:** And what about the heels, they are worn down.

**Customer:** Rubber heels, of course.  
**Shoemaker:** Would you like the shoes polished?  
**Customer:** Yes, please.  
**Shoemaker:** Do you want them done while you wait?  
**Customer:** No, I'll leave them.  
**Shoemaker:** Here is the receipt. Half soles and rubber heels. It will be \$ ....  
They will be ready in two days.

**Exercise 14. Match the right customer's reply with the shoemaker's statement and write down the required figure.**

Shoemaker's statements	№	Customer's replies
<b>Shoemaker:</b> What can I do for you? <b>Customer:</b> .....	....	1 Rubber heels, of course.
<b>Shoemaker:</b> Leather or rubber soles? <b>Customer:</b> .....	....	2 Yes, please.
<b>Shoemaker:</b> And what about the heels, they are worn down. <b>Customer:</b> .....	....	3 I'd like these shoes soled.
<b>Shoemaker:</b> Would you like the shoes polished? <b>Customer:</b> .....	....	4 Leather soles, please.
<b>Shoemaker:</b> Do you want them done while you wait? <b>Customer:</b> .....	....	5 No, I'll leave them.
<b>Shoemaker:</b> Here is the receipt. Half soles and rubber heels. It will be \$ .... They will be ready in two days		

**Exercise 15. Answer the questions.**

- 1 What does the customer want?
- 2 What kind of soles does he prefer?
- 3 What kind of heels would he like?
- 4 When will the shoes be ready?
- 5 What has the shoemaker given to the customer?

**Exercise 16. Read the following dialogue.**

**Getting clothes cleaned**

**Assistant:** Can I help you?  
**Customer:** My jacket needs cleaning.  
**Assistant:** Certainly. When would you like to collect it?  
**Customer:** Can it be ready by 6 today?  
**Assistant:** 6 o'clock. Certainly. Can I have your name, please?  
**Customer:** George Slater.  
**Assistant:** Thank you, sir. Here's your receipt.  
**Customer:** Ah yes.  
**Assistant:** Keep it carefully. You will get your jacket only when you show this receipt.  
**Customer:** Of course, thank you. How much will it be?  
**Assistant:** It'll be \$ ..... .

**Exercise 17. Match the right customer's reply with the assistant's statement and write down the required figure.**

Assistant's statements	№	Customer's replies
<b>Assistant:</b> Can I help you?	....	1 Ah yes.
<b>Customer:</b> .....	.....	
<b>Assistant:</b> Certainly. When would you like to collect it?		2 Of course, thank you. How much will it be?
<b>Customer:</b> .....		
<b>Assistant:</b> 6 o'clock. Certainly. Can I have your name, please?	.....	
<b>Customer:</b> .....	.....	3 George Slater.
<b>Assistant:</b> Thank you, sir. Here's your receipt.		
<b>Customer:</b> .....	.....	4 My jacket needs cleaning.
<b>Assistant:</b> Keep it carefully. You will get your jacket only when you show this receipt.		
<b>Customer:</b> .....		5 Can it be ready by 6 today?
<b>Assistant:</b> It'll be \$ ..... .		

**Exercise 18. Answer the questions.**

- 1 What does the customer want?
- 2 When does he want the jacket to be ready?
- 3 In what condition can a customer get his/her things back?

**Exercise 19. Read the dialogue and answer the questions.**

**Customer:** Can I have this film developed, please?  
**Assistant:** Yes, certainly, sir. Would you like matt\* or glossy\*\*?  
**Customer:** Glossy, please. When will it be ready?  
**Assistant:** The photos will be ready in 24 hours.  
**Customer:** And how much is that?  
**Assistant:** 3 pounds for the development, and 20p a photo.  
**Customer:** Have you got a fast service?  
**Assistant:** Yes. If you use our fast service, the photos will be ready in an hour.  
**Customer:** And how much is that?  
**Assistant:** It's 4 pounds for the development and 24p a photo.  
**Customer:** OK. I'll take the fast service.

-----  
 \*matt - МАТОВЫЙ

\*\*glossy - ГЛЯНЦЕВЫЙ

- 1 What service did the customer need?
- 2 Will he develop the film himself?
- 3 How much is the normal service?
- 4 How much is the fast service?
- 5 Do you often have films developed?
- 6 Can you develop a film yourself?

**Exercise 20. Read the following dialogue.**

**At the Self-Drive Car Rental Company**

**Car hire clerk:** Good afternoon. Can I help you, madam?  
**Woman:** Good afternoon. I want to hire a car. Do you have any available?  
**Car hire clerk:** We have a Ford.  
**Woman:** How much would that cost?  
**Car hire clerk:** It's \$12 a day plus 12 cents a kilometre.  
**Woman:** Does that include insurance?  
**Car hire clerk:** Yes, insurance is included.  
**Woman:** But I have to pay extra for the petrol, do I?  
**Car hire clerk:** Yes, you buy the petrol, but we check the car before you start.  
**Woman:** Do I have to pay a deposit?  
**Car hire clerk:** Yes, we require a deposit of \$ 20.  
**Woman:** Do you accept credit cards?  
**Car hire clerk:** Yes, that'll be all right. And we need to see your driver's licence.  
**Woman:** Right. Here you are. Can I see the car, please?  
**Car hire clerk:** Certainly, madam. This way, please.

**Exercise 21. Match the right woman's reply with the clerk's statement and write down the required figure.**

Car hire clerk's statements	№	Woman's replies
<b>Car hire clerk:</b> Good afternoon. Can I help you, madam? <b>Woman:</b> .....	...	1 Does that include insurance?
<b>Car hire clerk:</b> We have a Ford. <b>Woman:</b> .....	....	2 How much would that cost?
<b>Car hire clerk:</b> It's \$12 a day plus 12 cents a kilometre. <b>Woman:</b> .....	....	3 Good afternoon. I want to hire a car. Do you have any available?
<b>Car hire clerk:</b> Yes, insurance is included. <b>Woman:</b> .....	....	4 Do I have to pay a deposit?
<b>Car hire clerk:</b> Yes, you buy the petrol, but we check the car before you start. <b>Woman:</b> .....	....	5 But I have to pay extra for the petrol, do I?
<b>Car hire clerk:</b> Yes, we require a deposit of \$ 20. <b>Woman:</b> .....	....	6 Right. Here you are. Can I see the car, please?
<b>Car hire clerk:</b> Yes, that'll be all right. And we need to see your driver's licence. <b>Woman:</b> .....	....	7 Do you accept credit cards?
<b>Car hire clerk:</b> Certainly, madam. This way, please.		

**Exercise 22. Answer the questions.**

- 1 What kind of car does the company have available?
- 2 How much does the car cost per day?
- 3 How much would a 3-day journey of 300 kilometres cost?
- 4 Are insurance and petrol included in the price?
- 5 How much is the deposit?
- 6 How is the woman going to pay?
- 7 What does she have to show the assistant?

**Exercise 23. Supply the correct prepositions.**

- 1 You can cut a little ..... the back and ..... the sides.
- 2 What side do you have a part - ..... the left or ..... the right?
- 3 I have a part ..... the middle.
- 4 Where is a mirror? I want to look ..... myself.
- 5 Can I make an appointment ..... today?
- 6 Can you make it straight ..... the temples?
- 7 As you see my heels are worn .....

**Exercise 24. Listen to the dialogues and find out where these conversations take place. Tick the right answer.**

	Dialogue 1	Dialogue 2	Dialogue 3	Dialogue 4
Camera shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barber's shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Car Rental company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hairdresser's shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Exercise 25. Listen to the two dialogues again and write "yes" or "no".**

	Cut		Parting	Shampoo	Shave	Hair Spray	Shave lotion
	Short	Long					
<b>Man</b>							
<b>Woman</b>							

**Exercise 26. Put a word from the box into each gap. Make necessary changes.**

**dry cleaning shop, to dye, laundry, fast, heel, hairdresser's, barber's, repairs, tender, hairdo, receipt, fashion**

- 1 My watch is 5 minutes ..... . Could you have a look at it?
- 2 I want this blouse ..... a dark blue.
- 3 Such hairstyle is very popular now. But the style she wears has been out of ..... for years.
- 4 I am sorry, we don't handle such ..... here.
- 5 Your shoes are worn down at the ..... . They need repairing.
- 6 Every week she has to have a .....
- 7 Be careful. My skin is rather .....
- 8 I wanted to have my jacket cleaned and went to the .....
- 9 Where is Jane? She has gone to the ..... to have her hair waved.
- 10 It is essential to have a ..... to collect things dry-cleaned or washed.
- 11 Do you usually wash your linen yourself or do you have it washed in the ..... ?



**Exercise 27. Reading for information. Read these ads and answer the questions.**

**1**

**Z – Car Hire Coaches**

Private hire, contracts  
undertaken, continental  
**travel, airport service.**

**2**

**Celebrate Spring with  
Colour**

**A hair colour expert will advise many  
ways in which colour can be used:  
tinting, bleaching and dying.**

**Call at Hatt & Co. LTD.**

**Telephone: 63216**

**3**

**George Gallop**

Industrial, Commercial  
And Wedding Photography

Finest quality in  
**professional photography**

**4**

**Lavender**

Aromatherapy is the use of essential  
oils from plants to relax and refresh  
the mind and body, primarily  
through massage.

Facial aromatherapy, fragrant  
bath and massage motion.

We are looking forward to seeing  
you!

**5**

**Great Hair Cuts**

Men	\$6.99
Women	\$8.99
Kids under 5	\$3.99
5 and over	\$5.99

No appointments needed

106 Water Street

**6**

**Sam's Dry Cleaners & Laundromat**

Same day service delivery

Shirts	\$1.25
Winter coats	\$2.50
Curtains	\$5.00 up

225 Blue Avenue

1 Where will you go if you want your hair dyed? ...

2 Where will you go if you want your hair cut? ...

3 Where will you go if you want to have your photo taken? ...

- 4 What kinds of photos do they take?
- 5 Where will you go if you want your things cleaned or washed? ...
- 6 What company will you apply to if you need to relax and refresh? ...
- 7 What company will you apply to if you need to hire a car? ...
- 8 What other services do they provide? ...

**Exercise 28. Read the conversation and put the lines in the correct order.  
Put the number of the sentence opposite it.**

**At the barber's shop**

- Short in back, long in front.
- What side do you usually part your hair?
- No, just 5 minutes.
- Thank you.
- How much do I owe you?
- Could you wait a little?
- How do you comb your hair?
- Good morning. Can I help you?
- What would you like?
- OK. No problems.
- Do I have to wait long?
- Very well, sir. Anything else?
- Good morning. I'd like a shave
- It's your turn, sir. Please sit down.
- Yes, I want a haircut.
- Do you want eau de Cologne?
- On the left.
- \$ ..... .
- How do you want it cut?
- Thank you.
- Here you are. And keep the change.
- No, thank you.
- With a parting.
- A shave.

**Exercise 29. Complete the dialogues.**

**I. At the dry cleaning shop**

- Can I help you?  
.....
- How many things would you like cleaned?  
.....
- When would you like to collect them?  
.....
- Sorry, they can't be ready today. You may collect them tomorrow morning.  
.....
- Can I have your name, please?  
.....
- Here's your receipt.  
.....
- It'll be \$ ..... .  
.....

**II. At the hairdresser's shop**

- .....  
Yes, I have an appointment for today.

.....  
Thank you.  
.....

.....  
I'd like to have my hair washed and done in a different style.  
.....

.....  
No, I don't want it cut.  
.....

.....  
I want it waved.  
.....

.....  
No, I don't want any hairspray.  
.....

**Exercise 30. Role play.**

- 1 You want to have a shave, a shampoo and your hair cut. One student is a barber the other one is a customer.
2. You want to have your shoes repaired. One student is a shoemaker the other one is a customer.
3. You want your suit cleaned. One student is an assistant the other one is a customer.
4. You want your film developed and photos printed. One student is an assistant the other one is a customer.
- 5 You want to rent (to hire) a car. Call the Car Rental Company and speak to a clerk to find out all the details.

**Unit X SOLVING MONEY PROBLEMS**

**Focusing activities**

**Exercise 1. The following situations are related to the idea of payments. Choose the means of payment to which they refer from the following list of words and write them down in the table in the spaces provided. Remember, some situations do not refer to any word in the list. Discuss your choice in the group.**

*cheque, coins, cash, barter*

<ol style="list-style-type: none"><li>1. In some circumstances people prefer to pay money directly to the owner of the product. Usually in these cases they substantially discount the price of the thing they buy.</li><li>2. In some new developing countries the owners of some products prefer to exchange them for the goods they want to buy.</li><li>3. In the past people used different metals for measuring even big amounts of money. In modern world different metals are used only for small amounts of money.</li><li>4. The modern world created the new means of payment. In this type of payment you don't need to carry money in your pocket. It is enough to write the amount of money you have to pay for the goods you are purchasing on the special paper.</li><li>5. Even nowadays some people in the remote areas of the world use cakes of salt as the means of payment.</li><li>6. People can purchase goods they want only by means of special paper that we call money.</li></ol>	
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**Exercise 2. Answer the questions and discuss them in the group.**

- 1 Do you know anything about money and banks?
- 2 How do you solve money problems if you go abroad?
- 3 How can banks help you in traveling abroad?
- 4 What form do you prefer to carry money in? Why?

## I. On the line activities

### Exercise 3. Read the text. Find the answers to the questions given below.

1. Are there any other forms to carry money besides cash? What are they?
2. Do people in Europe prefer to carry money in the same way as the Americans?

#### Text 1

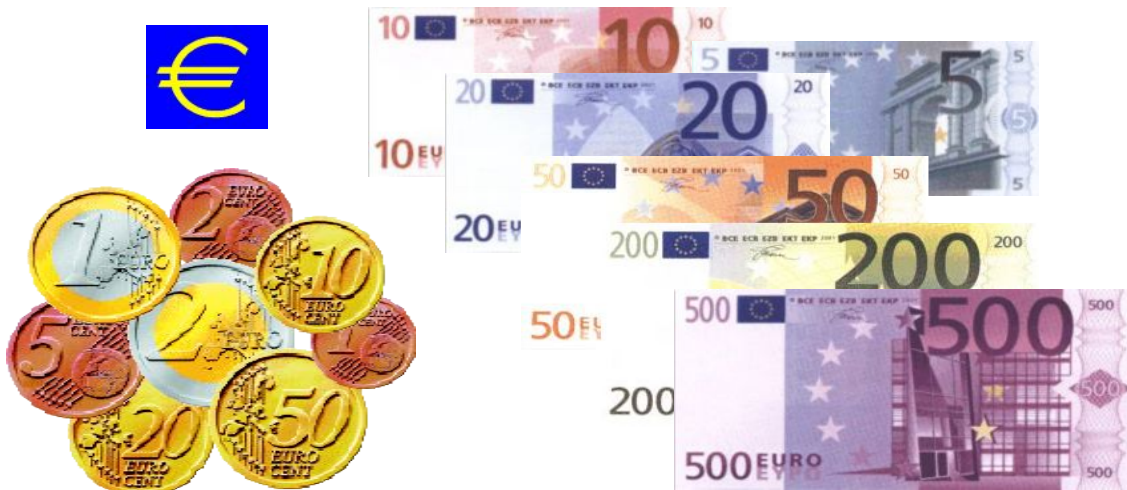
Nowadays people travel a lot. Wherever you go you cannot get along without money: you cannot go shopping, have something to eat, stay at a hotel, buy any services without it.

Money is something generally accepted as a means of paying for goods and services. What is the best way to carry money while you are travelling? Many people prefer to carry their money in various forms: Traveller's Cheques, Cheque Cards (personal cheques) and Credit Cards because these are safer than cash. All of them can be bought in different kinds of currency. They protect the holder's funds because they are signed by the holder at the time of purchase and they are not valid until countersigned by the same person in the presence of the cashier. Traveller's Cheques can be bought in different denominations and are accepted by most banks, large hotels, restaurants and shops throughout the world.

Americans would say the best way to carry money is to have a major credit card like Visa, Master Card or American Express. Credit cards can be cancelled if they are lost or stolen. These cards are easy to use them to pay for lodging, transportation, meals and things you want to buy from larger stores. When you pay for something with the credit card the salesperson will take your card and fill in a form using a computer. You are asked to sign the form and then are given a copy. The credit card company sends you a bill once a month to show the purchase you made and any balance left to pay from the month before.

American money comes in coins worth 1c (penny), 5c (nickels), 10 c (dimes), 25c (quarters) and 50c, though half dollars are not very common. Paper money is in denominations of \$1, \$5, \$10, \$20, \$50 and \$100.

European countries prefer to use Eurocheques. On January 1<sup>st</sup> 2002 Euro bank-notes and coins came into circulation in 12 European countries. The seven Euro banknotes ranging from 5 to 500 can be recognized easily. Each banknote has its own colour and size. The higher the value, the larger the banknote. Eight coins can be easily identified from their common face on one side. The other face bears national symbols of each member-state. Regardless of the member-state specific face all coins are valid and used throughout the Euro area.



Apart from 12 member-states of the Euro area (Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxemburg, Netherlands, Portugal, Spain) the Republic of San Marino, the Vatican and the Principality of Monaco have also issued Euro coins bearing their own national registrations. The following EU member-states: Sweden, Denmark and the United Kingdom are not in the Euro area.

Denomination of coins: 1 cent, 2 cent, 5 cent, 10 cent, 50 cent, 1 euro, 2 euro.

Denomination of notes: 5 euro, 10 euro, 20 euro, 50 euro, 100 euro, 200 euro, 500 euro.

**Some tips for Traveller's Cheques Holders:**

If you are unfortunate enough to have your cheques stolen or to lose them take the following actions:

- Inform the local police.
- As soon as possible, telephone or cable the branch where you purchased the Cheques and give the following information:
  - a) amounts of the Traveller's Cheques lost or stolen, and the serial number, if known;
  - b) how they came to be lost or stolen;
  - c) confirmation that they were signed by you in only one place.

Having taken these precautions you will want to arrange for a refund or replacement of Traveller's Cheques. Naturally a refund is easier when you return home and if you are a regular customer of the bank you may wish to use the Emergency Cash Service.

**Exercise 4. The following statements refer to the idea of the text. Choose and tick the word or the phrase from the list to finish the statement. If you don't know the word or phrase use a dictionary. Discuss your choice with a partner. Remember, there could be more than one choice.**

1. **In modern world people prefer to carry their money in Traveller's Cheques, Cheque Cards and Credit Cards because they are ...**
  - a) safer
  - b) more dangerous
  - c) worse
  - d) easier
2. **Cheques, Cheque Cards and Credit Cards can be sold in different ....**
  - a) kinds of currency
  - b). denominations
  - c). banks
  - d) large hotels and restaurants
3. **These kinds of payment are safe as they are .....**
  - a) bought in big banks
  - b) signed by the holder at the time of purchase
  - c) in different kinds of currency
  - d) in different denominations

**4. Traveller's Cheques and personal cheques are .... until they are countersigned by the same person in the presence of the cashier.**

- a) not accepted by different big shops, hotels, restaurants
- b) not valid
- c) useless
- d) cancelled

**5. The banks .... credit cards if they are lost or stolen.**

- a) cancel
- b) protect
- c) accept
- d) issue

**6. When you pay for something with the credit card you are asked to .....**

- a) give a copy
- b) leave it at the cashier
- c) sign the form
- d) send to another shop

**7.**

**8. In case you have lost your check .....**

- a) let the local police know this; inform the local branch of the bank
- b) give a required information to the branch of the bank where you bought your check
- c) inform the police office located at the area where you bought your checks
- d) confirm a refund

**Exercise 5. Answer the following questions. Discuss your answers with a partner.**

- 1 What is the best way to carry money?
- 2 Where can you buy Traveller's Cheques?
- 3 What do you do when the Traveller's Cheques are lost?
- 4 What denominations can cheques be bought?
- 5 Is there any difference between a Traveller's Cheque and a Credit Card?
- 6 Can a Credit Card be refunded in case it is lost?
- 7 What kind of cheques is popular in Uzbekistan?
- 8 What are the advantages and disadvantages of using euro?

**Exercise 6. Read the following and decide whether it is right (R) or wrong (W). Tick in the spaces provided. Say what a person should do.**

Situations	R	W
1. Mrs Kate Kelly, a businesswoman from the UK went on a trip to the USA. She lost her Traveller's Cheques in New York. She didn't inform the local police about her loss.		
2. She called the bank in Manchester where the cheques had been purchased.		
3. Mrs Kelly told the amount of money and the place of her signature in the cheques.		
4. Unfortunately she didn't remember the serial number of the cheques.		
5. Mrs Kelly described the situation how her cheques had been lost.		
6. Mrs Kelly hopes to get a refund for her Traveller's Cheques through The branch of the bank in New York.		

**Exercise 7. Read the text. Find answers to the questions given below.**

1. *What were the reasons of the first banks to appear in Europe?*
2. *Where did the paper money come from to Europe?*

**Text 2**

Here are some facts about money and banks. Money is known from the time immemorial. In Europe the Greeks were the first to introduce money (the 7<sup>th</sup> century B.C.). It was in the form of coins. In Central Asia coins appeared in the 5<sup>th</sup> – 4<sup>th</sup> centuries B.C. Coins were usually made of precious metals: gold and silver.

For a full view of money and banks you should visit Amsterdam because it is associated with two of the great developments in the history of money and banks. In 1609 coined money was abundant in Amsterdam, the greatest merchant city at that time. Everywhere in Europe men were taking the coins and sweating and clipping them, thereby getting metal to make more of them. The problem of coin quality appeared as the coins lost weight and purity. Creating a bank owned by the city solved this problem. A merchant brought his coins (good and wretched) to the bank, the bank weighed them, and the weight of pure metal was then credited to his account. The deposit was a highly reliable form of money. A merchant could transfer it to the account of another merchant.

The English, French and Italians were the developers of banks and central banking. In 1694 the Bank of England was created. Its founders subscribed the money the King needed. In return they were given the right to make loans to others with newly issued notes backed by the King's promise to pay. Paper money was the gift of Americans to the Western world in the 18<sup>th</sup> century. The prime exponent of paper money was Benjamin Franklin. He printed money for the colonial governments on his own printing press.

**Exercise 8. Match the words with their definitions.**

Words		Definitions
1 note	.f..	<b>a</b> a piece of paper written to a bank to pay money
2 traveller's cheque	...	<b>b</b> monetary unit of the EU
3 denomination	...	<b>c</b> money put in a bank
4 currency	...	<b>d</b> something accepted as a means of paying for goods and services
5 cheque	...	<b>e</b> issued by a bank for convenience of travellers
6 Euro	...	<b>f</b> a piece of paper used as money
7 coin	...	<b>g</b> plastic card used in making credit purchases
8 deposit	...	<b>h</b> coin and paper money in use in a country
9 credit card	...	<b>i</b> a unit based on value (class of money)
10 money	...	<b>j</b> a piece of metal used as money

**Exercise 9. Complete the text with the words in the list below.**

*check out, deposit, in advance, sales outlet, settle a bill, voucher*

Hotels operate complex system of guest accounting. Rooms are not usually paid for ..... (1). It is normal for guests to ..... (2) only when they .....(3) of the hotel - although usually a ..... (4) or credit card number is taken as security. A guest will probably buy a number of hotel services during his/her stay, for example, drink in the bar, room service, and so on. These are either paid for at the time or added to the guest's final bill. In this case the ..... (5) must issue a signed ..... (6) to the accounts department.

### III. Between the line activities

#### Exercise 10. Study these questions and answers.

Clerk	Customer
Can I help you?	Yes, please. How much is this/are these...?
How would you like to pay?	Can I pay cash?/Can I pay by (traveller's) cheques?/
Could I have your card, please?	Can I pay by credit card?/Do you accept credit cards?
How much would you like to change?	Yes, here you are.
We charge 2% commission	Yes, please. I'd like to change some money.
	I'd like to change... into..., please.
	That's fine./Fine.

#### Exercise 11. Read the dialogues taking place at the bank. Tick the appropriate operation. Reproduce the dialogues with your partner.

Dialogue №	1	2	3	4	5
<b>Operations at the bank</b>					
Receiving money from another country					
Opening a savings account					
Cashing the Traveller's Cheques					
Getting small change					
Changing currency					

#### Dialogue 1

- Mrs Khodjayeva:** Excuse me.  
**Clerk:** Can I help you, madam?  
**Mrs Khodjayeva:** Is this the foreign exchange counter?  
**Clerk:** Yes, it is.  
**Mrs Khodjayeva:** Can I exchange Traveller's Cheques?  
**Clerk:** Yes, you can. How much would you like to cash?  
**Mrs Khodjayeva:** I want to cash this Traveller's Cheque for fifty dollars.  
**Clerk:** No problems. Sign it, please.  
**Mrs Khodjayeva:** OK.  
**Clerk:** Thank you.  
**Mrs. Khodjayeva:** What's the rate of exchange today?  
**Clerk:** 1.25 dollars to the pound. Here is your money, madam.  
**Mrs Khodjayeva:** Thanks.

#### Dialogue 2

- Customer:** Excuse me. Can you change this five-dollar bill for me?  
**Teller:** Will five ones be all right?  
**Customer:** No, I need some small change too.  
**Teller:** No problem. How about 3 ones, 4 quarters, 6 dimes, 6 nickels and ten pennies?  
**Customer:** Perfect. Thanks a lot.  
**Teller:** My pleasure. Come again.



### Dialogue 3

- Teller:** Good afternoon, sir. Can I help you?  
**Customer:** Yes. My name's Kosimov. I'm expecting some money from my bank in Tashkent.  
**Teller:** By post, cable or telex, sir?  
**Customer:** By cable.  
**Teller:** Let me see. Ah, yes. Kosimov. \$500 from the National Bank of Uzbekistan, Tashkent Have you got any identification, sir?  
**Customer:** Well, I haven't got my passport, but I've got my driving license. Will that be all right?  
**Teller:** Yes, sir. That'll be all right.

### Dialogue 4

- Customer:** Can I exchange Euros here?  
**Teller:** Sure. How much would you like to exchange?  
**Customer:** Let me see. What is the exchange rate today?  
**Teller:** It's \_\_\_\_\_ to a dollar.  
**Customer:** Oh, good heavens! It was just \_\_\_\_\_ a week ago!  
**Teller:** Sorry. What would you like to do?  
**Customer:** I guess I'll exchange \_\_\_\_\_.  
**Teller:** Fine. That comes to \_\_\_\_\_ dollars and \_\_\_\_\_ cents. What denominations would you like?  
**Customer:** Fifties, twenties, tens, fives and ones, please.  
**Teller:** Here you are. (Counts out the money) Thank you, sir.  
**Customer:** Thank you.

### Dialogue 5

- Clerk:** Good morning. What can I do for you?  
**Rustam:** Good morning. I'd like to open a savings account. Could you explain your policy to me?  
**Clerk:** A small initial deposit is all it takes to open a savings account with our bank, but if you open your account with \$500 or more and keep that much at all times, there is no service charge. If you fall below the 500 dollar limit, you will be charged 5 dollars a month.  
**Rustam:** I'm not sure I understand what you have said about a five-hundred-dollar limit. Could you explain that to me again?  
**Clerk:** Of course. Our bank requires you to maintain a minimum balance of 500 dollars or more. Should your minimum balance fall below that amount, your account would be charged for 5 dollars a month.  
**Rustam:** I see. That's clear enough.  
(Fills in an application and deposit ticket)  
**Clerk:** Everything is correct. Here is your passbook. The bank will pay you 3% interest.  
**Rustam:** Thank you for your assistance.

**Exercise 12. (a) Look at the list below, and then listen to the 3 dialogues taking place in a hotel. Tick the appropriate operation.**

Operations	Dialogues		
	1	2	3
Paying the bill in the restaurant. Buying goods at a hotel shop. Checking in. Changing money. Checking out. Leaving a tip.			

**Exercise 12 (b) Listen to the dialogues again and answer the following questions.**

- 1 How did the guest decide to pay for the room?
- 2 What problem did the guest face in dialogue 2?
- 3 How much money is the guest going to change?
- 4 What is the exchange rate?
- 5 What terms do they change money on?

**Exercise 13. Listen to the dialogues and answer the questions:**

**At the shop**

1. Who are the speakers?
2. What does the customer want?
3. How does he want to pay?
4. Does the Seller know the exchange rate?

**At the Telegraph Office**

1. How much money will Mr Tursunov send?
2. Where is he going to send the money order?
3. What does he have to do to send the money?
4. How will he pay?
5. How long will it take for the money to get to Boston?

**At the Bank**

1. What does Mr Green want to buy?
2. How will he pay?
3. Are Eurocheques accepted in the USA?
4. What does Mr Green submit for identification?
5. What is the service charge at the bank?

**Exercise 14. Supply the correct prepositions.**

1. A cheque is more convenient form ..... payment ..... large-numbered purchases. Cheques reduce the possibility .... theft or loss .... currency.
2. Uzbek money comes ..... .coins worth 5 tiyins, 10 tiyins, 20 tiyins, 50 tiyins; paper money is ..... denomination .... 1 sum, 3 soums, 5 soums, 10 soums, 25 soums, 50 soums, 100 soums, 500 soums and 1000 oums.
3. Traveller's Cheques are more convenient as they are insured ..... loss.
4. - I'd like to change 5,000 soums ..... dollars. What is the rate .....exchange today? - It's 1,670 soums ..... a dollar.
5. - How much do you charge .....room services .....your hotel? - \$40 per night.
- 6 - Can you cash my credit card ..... \$100? - Of course.
- 7 - Good morning. I'd like to open a savings account ..... your bank.  
- No problem. You are welcome.
- 8 Service charges ..... the restaurant are usually added ... the final bill ... a guest.
- 9 Many hotels operate a complex system ..... guest accounting.

### III. Beyond the line activities

**Exercise 15. (a) Complete the missing information by looking at today's newspapers:**

Country	Currency	Today's exchange rate (to your currency)	
		Buying rate	Selling rate
The USA	Dollar	_____	_____
The UK	_____	_____	_____
Russia	_____	_____	_____
Canada	_____	_____	_____
Japan	_____	_____	_____
Spain	_____	_____	_____
Malaysia	_____	_____	_____
South Korea	_____	_____	_____
China	_____	_____	_____
India	_____	_____	_____
Brazil	_____	_____	_____
Turkey	_____	_____	_____
Germany	_____	_____	_____
Egypt	_____	_____	_____
Mexico	_____	_____	_____
Switzerland	_____	_____	_____
Saudi Arabia	_____	_____	_____

**(b) Act out a dialogue. One student works in the exchange office, the other is a tourist. Decide what commission you are going to charge.**

**Exercise 16. Act out a dialogue between a receptionist and a guest who is checking out. Here is the guest's bill:**

The Hampton Hotel			
Name	Alisher Saidov	Room	305
Address	17, Navoi Street, Tashkent	Room rate	\$116,00
Nationality	Uzbekistan	Arrived	25. 05. 2010
Date	25. 05. 2010 - 27. 05. 2010	Departed	27. 05. 2010
		No persons	1
Item		Charge	
			\$ 348.00
	<b>Room</b>		\$ 2.50
	Phone		\$ 39.00
	Room service		\$ 1.00
	Newspaper		\$ 12.50
	Car		
<b>Total</b>		<b>\$ 503.00</b>	

**Exercise 17. Read the conversation and put the lines in the correct order. Put the number of the sentence opposite it.**

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>- It's 2%.</li> <li>- I'd like to cash some Traveller's Cheques. Can I have souns?</li> <li>- OK.</li> <li>- You are welcome!</li> <li>- Sums? I am afraid you can't.</li> <li>- Two fifties, 3 twenties, 4 tens. What is the service charge?</li> <li>- Here you are.</li> <li>- What denominations would you like: 20, 50 or 10 dollar notes?</li> <li>- Thank you.</li> <li>- Can I have dollars?</li> <li>- 200.</li> <li>- Of course, you can. How much would you like to cash?</li> </ul> |
|--|--|

**Exercise 18. Complete a dialogue. A customer is opening a savings account with the bank.**

**Clerk:** Good afternoon! Can I help you?

**Customer:** Good afternoon. \_\_\_\_\_

**Clerk:** You are welcome. Do you know our regulations?

**Customer:** \_\_\_\_\_

**Clerk:** To open a saving account you have to make a deposit of 100 pounds.

**Customer:** \_\_\_\_\_?

**Clerk:** It's 2%. But customers pay no charges as long as they keep a minimum of 100 pounds.

**Customer:** \_\_\_\_\_

**Clerk:** Please, fill in the form: write your full name, address and put your signature.

**Customer:** \_\_\_\_\_

**Clerk:** The interest rate depends on the term and the type of the deposit.

**Customer:** \_\_\_\_\_?

**Clerk:** The minimum of deposits is 3 months. For how long are you going to deposit your money?

**Customer:** \_\_\_\_\_

**Exercise 19. Study the forms, answer the questions and perform the assignments:**

*PRINCE HOTEL*

**RECORD OF PURCHASE OF FOREIGN  
MEANS OF PAYMENT**

*Date:* \_\_\_\_\_


*Printed Name:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

*Room No.* \_\_\_\_\_

	Kind of Currency	Amount	Rate	Yen Equivalent
Cash				
Travellers' Cheque				
<b>Total</b>				

*Clerk* \_\_\_\_\_



**Midland  
Bank plc**

143 Radford Road  
Radford Coventry Warwickshire CV6 3BS

\_\_\_\_\_ 19\_\_\_\_

**40-18-40**

Pay \_\_\_\_\_ or order

SPECIMEN

		$\frac{3}{x}$
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**£**

A N OTHER

1. You want to exchange some money. What information do you have to give the exchange clerk? Fill in the form.
2. You want to write a cheque to pay your hotel bill. Make out the cheque to the hotel using the given cheque form.

**Exercise 20. Role play.**

- 1 Make a list of advantages and disadvantages of Travellers' Cheques.
- 2 You are on a business trip abroad. You are looking for a bank. How do you ask someone in the street?
- 3 Open an account in a bank. One student is a customer the other is a clerk.
- 4 You are abroad on a business trip. You need to exchange some money. One student is a guest, the other is a clerk at the bank.
- 5 You want to transfer some money to your daughter in the UK using your Visa Card. Make a conversation with the office clerk.

### Glossary of key words and phrases

- account – ҳисоб рақами/счѐт; to open an account – ҳисоб рақамини очмоқ/  
открыть счѐт
- savings account – ҳисоб китоб рақами/расчѐтный счѐт
- checking account (Am) – назорат ҳисоб рақами/контрольный счѐт
- current account (Br) – жорий ҳисоб рақами/текущий счѐт
- bill – счѐт
- to cash – нақд пулга айлантирмоқ/превращать в наличные
- cash – нақд пул/наличные деньги
- cashier (Br)/bank teller (Am.) – кассир
- cheque (Br)/check (Am) – чек; traveller’s cheque – саѐхат чеки/туристский чек
- to change (Br) – айрбошлаш/обменять (деньги)
- change – майда пул, қайтим/размен (денег), сдача
- to exchange (Am) – айрбошламоқ, алмаштирмоқ (пулни)/обменять (деньги)
- exchange rate ( the rate of exchange) – алмаштириш курси/обменный курс
- small change – чақа пуллар, тангалар/разменная монета, мелкие деньги, мелочь
- commission – комисионные
- credit card – кредит карточкаси/кредитная карточка
- (dollar) bill (Am). – миллий пул бирлиги/банкнота
- (pound) note (Br) – банкнота; to issue notes – миллий пул бирлигини чиқармоқ/  
выпускать банкноты
- coin – танга/монета; to sweat [swet] coins – тангадан тиллани тозаламоқ/  
стирать золото с монет
- to clip coins – танганинг четларини қирқмоқ/обрезать края у монет
- good coin – асл танга/полноценная монета
- wretched coin – асл бўлмаган танга/неполноценная монета
- to countersign – ҳужжат устига иккинчи имзони қўймоқ/  
ставить вторую подпись на документе
- currency – валюта
- denomination – пул бирлигининг белгилари/достоинство денежных знаков
- deposit – депозит/депозит, вклад, взнос
- exponent – тайёрлаган шахс/изготовитель
- half dollar – 50 центлик танга/монета в 50 центов
- identification – идентификация
- money order – почта орқали ўтказилган пул/(денежный) почтовый перевод
- to refund – зарарларни қоплаш, қарзларни тўллаш/возмещение убытков, уплата  
(долгов)
- to put into circulation – муомилага чиқармоқ/ввести в обращение
- voucher – ваучер, пулни оқловчи ҳужжат/денежный оправдательный документ
- to be worth – қийматга эга бўлмоқ/стоить

**Unit XI**

**IN CASE YOU FALL ILL**

**I. Focusing activities**

**Exercise 1. Answer the following questions using the word-combinations below. Write down the required figure of the answer in the spaces provided.**

<b>What do people do if ...</b>	a) they have a cold?	...	1 take vitamin C
	b) they feel ill?	...	2 go on a diet
	c) they can't get to sleep?	...	3 lie down
	d) they have flu?	...	4 see a doctor
	e) they have a toothache?	...	5 drink some water
	f) they want to lose weight?	...	6 go to the dentist
			7 take an aspirin
			8 count to 100
			9 get some fresh air
			10 go to bed

**Exercise 2. Discuss the following with your partner.**

- 1 What do you do when you fall ill?
- 2 When do you send for the doctor?
- 3 Who do you consult when you have a sore throat?
- 4 Who do you consult when you have a broken leg?
- 5 Which doctors and diseases do you know?
- 6 When does one receive penicillin injections?
- 7 When were you ill last? Did you have to keep to bed?
- 8 What did you complain of?
- 9 What treatment did the doctor prescribe?
- 10 What must you do to keep in good health?
- 11 There is a saying: "An ounce of prevention is worth a pound of cure". Why is it true?

**II. On the line activities**

**Exercise 3. Read the text and answer the questions.**

- 1 What will you do if you fall ill abroad?
- 2 Where will you apply if you need some medicine?

**Some helpful things to know**

How do you feel?

Falling ill away from home is a very frightening thought. If you don't feel well, you should consult a doctor. If you feel too ill to go to the doctor you'll have to send for him. If you are too ill to go to the hospital, you can call an ambulance. You can find the emergency number in the telephone book.

The doctor will ask you to describe the symptoms of your illness. Then he will feel your pulse, look at your tongue and examine you thoroughly. Finally he prescribes the treatment and writes out a prescription. A chemist makes doctor's prescriptions.

You should be prepared to pay for treatment if you have no health insurance. Therefore you'd better make arrangements with a health or travel insurance company before you leave or take some extra money with you in case of an emergency.

If you have a toothache you should go to the dentist. He'll examine your teeth, and if the aching tooth is not too far-gone, he'll stop it. If it's too bad, he'll take it out.

People who take medicines regularly should take enough with them for their entire stay abroad. If you need some medicine you can get it at a chemist's shop (drug store or pharmacy).

There you can get patent medicines of all kinds: lotions, tonics, cough-mixtures, baby-foods, pills, ointment, bandages, adhesive plaster, hot water bottles and so on.

Some medicines – such as aspirin and other mild painkillers, or vitamins are available without a prescription. You can get these drugs even in supermarkets.

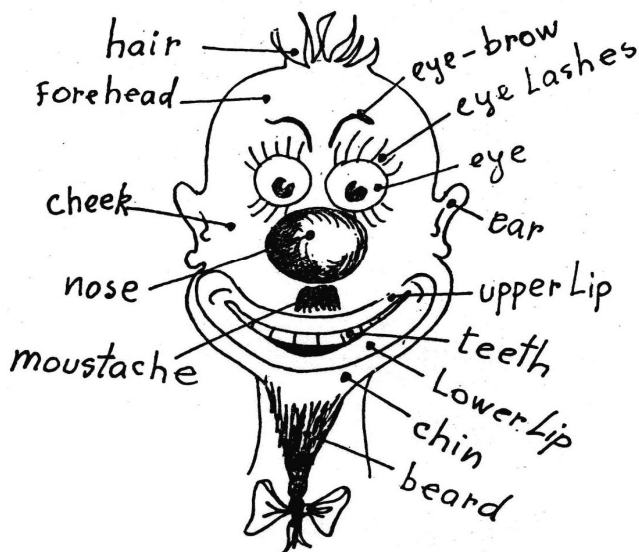
Some chemists are also qualified opticians, and if your eyesight is faulty, they will test your eyes and prescribe glasses for you.

In English-speaking countries people use the Fahrenheit thermometer. The point, at which water freezes in Fahrenheit thermometer, is  $32^{\circ}$ . It is  $0^{\circ}$  on the Centigrade thermometer. The point, at which water boils, is  $232^{\circ}$  Fahrenheit ( $100^{\circ}$  Centigrade).

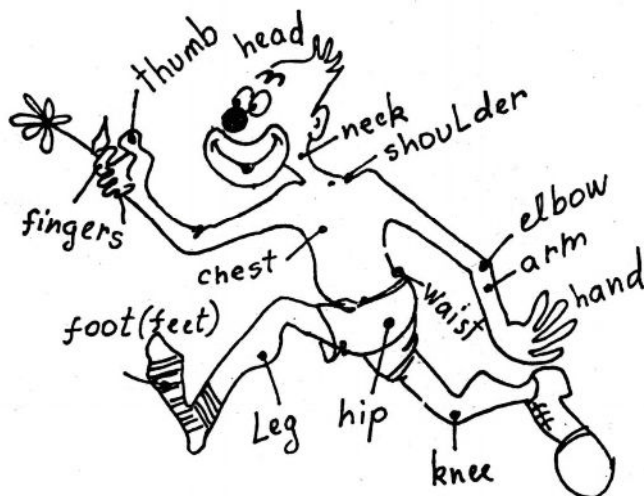
The clinical Fahrenheit thermometer usually reads from 92 to 108 degrees. Normal body temperature on such thermometer is 98.4 degrees (36.6 Centigrade).

#### Exercise 4(a). Study the parts of a body.

##### HEAD. FACE



##### PARTS OF THE BODY





**Exercise 4 (b). Look at the parts of a body and label them.**

**HEAD. FACE**



**PARTS OF THE BODY**



**Exercise 5. Complete the sentences. Use the words from the list below.**

physician; children's doctor; surgeon; psychiatrist; oculist; gynecologist;  
dentist; nurse; ear, nose and throat specialist; neurologist

- 1 If you have a toothache you consult a .....
- 2 If something has got into your eye you go to see an .....
- 3 If you have a sore throat you consult a .....
- 4 If you have a heart attack you call a .....
- 5 If you catch flu you are attended by a .....
- 6 If your nerves are out of order you consult a .....
- 7 If your little son or daughter has a high temperature you send for a .....

**Exercise 6. Answer the following questions. Discuss your answers in the group.**

- 1 Who do you consult when you have a toothache?
- 2 What does a doctor do to you?
- 3 Where do you have your prescription made up?
- 4 What do we buy at the pharmacy?
- 5 What thermometer do people use in English-speaking countries?
- 6 What is the normal body temperature on Fahrenheit thermometer?

**Exercise 7. Match the words with their definitions.**

1 emergency	...	<b>a</b> a sharp and sudden suffering of mind or body
2 drug	...	<b>b</b> the state of being ill
3 disease	...	<b>c</b> any substance used in medicine
4 prescription	...	<b>d</b> physical and mental well-being; freedom from disease, pain or defect
5 illness	...	<b>e</b> a particular kind of illness with special symptoms
6 ache	...	<b>f</b> a specially equipped automobile or other vehicle for carrying sick or wounded people
7 health	...	<b>g</b> any substance used to treat or prevent a disease
8 pain	...	<b>h</b> a sudden or unforeseen situation that requires immediate action.
9 medicine	...	<b>i</b> a doctor's written direction for preparation and use of medicine
10 ambulance	...	<b>j</b> a continuous pain

**Exercise 8. Match the verbs with their definitions.**

1 to treat	...	<b>a</b> to be formed into ice
2 to heal	...	<b>b</b> to take care of with medicine; the process of curing
3 to be ill/sick	...	<b>c</b> to advise or order the use of
4 to cure	...	<b>d</b> to make healthy after wounds of any kind
5 to feel	...	<b>e</b> to be aware through the senses
6 to examine	...	<b>f</b> to look at carefully in order to learn about or from
7 to prescribe	...	<b>g</b> to send out air from the lungs with an effort and noise
8 to freeze	...	<b>h</b> to change rapidly from a liquid to a vapour by heating
9 to cough	...	<b>i</b> to bring back to health
10 to boil	...	<b>j</b> to be in bad health

**III. Between the line activities**

**Exercise 9. Answer the following questions. Discuss your answers in the group.**

- 1 Why do people prefer not to fall ill when they are abroad?
- 2 What precautions do they have to do to prevent unpleasant feelings if they fall ill abroad?
- 3 Compare the situations of falling ill abroad when you have a health insurance and when you don't have it?
- 4 Why do people who take medicines regularly should take enough with them for their entire stay abroad?
- 5 Is health insurance related to all types of diseases?
- 6 Compare the Centigrade thermometer with the Fahrenheit one.
- 7 Why must one follow the doctor's instructions?

**Exercise 10. Choose the appropriate word and put it in the correct tense form.**

*illness, to cure, ill, to treat, sick, disease*

- 1 The nurse mixed the medicine with a tea-spoon and gave it to the ..... man who sat up in bed to take it.
- 2 When people are ..... and have a temperature of over 39 degrees we say they are in a high fever.
- 3 He suddenly fell ..... .

- 4 What did Mr Cage die of? Did he suffer from any chronic .....
- 5 The ..... was catching and the doctor said he would put me on the sick list.
- 6 The open air life on the farm ..... him of his headaches.
- 7 The doctor said that if I followed his instructions, I should soon be ..... of the disease.
- 8 The grippe, scarlet fever and measles are catching .....
- 9 When I go on board a ship or a boat I feel .....
- 10 After scarlet fever complications developed, the patient had to be ..... for a month before he was completely .....

#### IV. Beyond the line activities

**Exercise 11. Construct 10 questions to which the correct answer should be “Yes, they do”. Or “Yes, they usually do”. Use the table.**

Do doctors (people) use	a bandage a thermometer a compress filling eye-glasses drops iodine pills cotton	when they	have a cold in the head? bandage a wound? put a compress? cut a finger? take the sick persons' temperature? have an ear-ache? are short-sighted? fill a tooth? treat a patient for pneumonia? have a cough?
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**Exercise 12. Supply the correct prepositions or adverbs.**

- A. 1 He was the first surgeon to try new methods ..... treatment ..... heart disease.
- 2 We shall have to send ..... a children's doctor if the baby's temperature doesn't fall, said the nurse shaking down the thermometer.
- 3 His work has made it possible to operate patients suffering ..... severe heart diseases.
- 4 - I have but a slight headache. - Have you got a pill ..... it?
- 5 "I'll put you ..... a sick-list for three days,"- the doctor said. "Keep ..... bed. You'll be ..... good health ..... the end ..... the week, I hope".
- B. At breakfast Mrs Brown noticed that her husband didn't look well. "What's the matter ..... (1) you?"- she asked "You are not ill, are you?"  
"I am afraid I am. I don't feel well. I think I'll stay ..... (2) home. I have pains ..... (3) my legs and arms".  
"Your eyes are red and bright ..... (4) fever. Go ..... (5) bed and let me take your temperature. I'll phone ..... (6) the doctor. When the doctor arrived, he examined Mr Brown. He listened ..... (7) his heart and chest, looked ..... (8) his tongue and throat and finally said: "It's just the flu. Stay ..... (9) bed, eat plenty ..... (10) fruit and no meat, drink some tea and lemon and ..... (11) a few days you will be all right again. I'll give you a bottle ..... (12) medicine which will help you".

**Exercise 13. Listen to the dialogues. Restore them by putting the required figure of the statements in the spaces provided.**

**Dialogue 1**

**No. The list of phrases**

- ... 1 What's the matter with you?
- ... 2 Of course, I would, but the drugstore is next to the supermarket.
- ... 3 It's next to the gas station.
- ... 4 Tom, how do you feel?
- ... 5 Oh, not so good.
- ... 6 I have a headache.
- ... 7 Robert, would you go to the drugstore?
- ... 8 That's a pity.

**Dialogue 2**

**No. The list of phrases**

- ... 1 Robert, would you go to the drugstore?
- ... 2 Tom, how do you feel?
- ... 3 It's next to the gas station.
- ... 4 Of course, I would, but the drugstore is next to the supermarket.
- ... 5 Oh, not so good
- ... 6 That's a pity.
- ... 7 What's the matter with you?
- ... 8 I have a headache.

**Dialogue 3**

**No. The list of phrases**

- ... 1 Robert, would you go to the drugstore?
- ... 2 Tom, how do you feel?
- ... 3 What's the matter with you?
- ... 4 Oh, not so good.
- ... 5 I'm sorry to hear that.
- ... 6 I have a toothache.
- ... 7 I feel terrible.
- ... 8 Hi, how do you feel?
- ... 9 It's next to the gas station.

**Exercise 14. Give all possible answers and tick opposite the required statement. Prove your choice.**

What do you do when (if) ...		
you witness an accident in the evening?	...	I ask about the health of the victim.
	...	I telephone for an ambulance.
	...	I rush off to the hospital.
	...	I disappear in the darkness.
your friend has a heart attack?	...	I ask: "How do you feel?"
	...	I nurse him (her).
	...	I give him (her) some drops.
	...	I call a doctor.
	...	I put a compress on his/her heart.
	...	I ask for some money.

you cut your finger?	... ... ... ... ...	I send for a doctor. I bandage it. I ask to be put on a sick list. I take my temperature. I lie in bed and sleep.
you have stomach trouble?	... ... ... ... ...	I keep a diet. I take long walks. I go to the doctor. I go to the restaurant. I lie in bed and sleep.
you begin to remove from an illness?	... ... ... ...	I go to a sanatorium. I tell everybody I am better. I put on weight. I thank the doctor for his/her job.

**Exercise 15. Read the dialogue. Reproduce it in pairs. Replace the statements given in bold with those of your own.**

**Doctor:** Good morning. Will you take a seat, please? What's the trouble?

**Patient:** I haven't been feeling well for some days. I've lost my appetite. I have a splitting **headache**, it hurts when I swallow and I have **a running nose and a bad cough**.

**Doctor:** Do your ears ache?

**Patient:** No.

**Doctor:** Did you take your temperature?

**Patient:** It's 37.8.

**Doctor:** Let me examine you. Open your mouth. ...You have **a sore throat**. Will you strip to the waist, please? Breathe deeply. ... Hold your breath. ... Let out your breath. Let me check your blood pressure. ... It is slightly above normal. Well, you have **an attack of flu**.

**Patient:** What kind of treatment do I need?

**Doctor:** You should go through the necessary analyses and you have to have **your chest X-rayed**. Have a lot of hot tea with lemon. I'll prescribe a medicine for your cough.

**Patient:** How many times a day should I take the medicine?

**Doctor:** Take **one teaspoonful of it three times a day after meals**. And buy a mixture for your throat. Gargle every two hours.

**Patient:** Do I need a prescription for it?

**Doctor:** No, you don't. Stay in bed for some days, otherwise there might be complications. Come again to see me in **seven** days.

**Patient:** Thank you, doctor. Good-bye.

**Exercise 16. Match the doctor's reply with the patient's statement.**

Patient's statements	Nº	Doctor's replies
<b>Doctor:</b> .....	...	1 Do your ears ache?
<b>Patient:</b> I haven't been feeling well for some days. I've lost my appetite. I have a splitting headache, it hurts when I swallow and I have a running nose and a bad cough.	...	2 Let me examine you. Open your mouth. ...You have a sore throat. Will you strip to the waist, please? Breathe deeply. ... Hold your breath. ... Let out your breath. Let me check your blood pressure. ... It is slightly above normal. Well, you have an attack of flu.
<b>Doctor:</b> .....	...	3 Good morning. Will you take a seat, please? What's the trouble?
<b>Patient:</b> No.	...	4 Take one teaspoonful of it three times a day after meals. And buy a mixture for your throat. Gargle every two hours.
<b>Doctor:</b> .....	...	5 Did you take your temperature?
<b>Patient:</b> It's 37.8.	...	6 No, you don't. Stay in bed for some days, otherwise there might be complications. Come again to see me in seven days.
<b>Doctor:</b> .....	...	7 You should go through the necessary analyses and you have to have your chest X-rayed. Have a lot of hot tea with lemon. I'll prescribe a medicine for your cough.
<b>Patient:</b> What kind of treatment do I need?	...	
<b>Doctor:</b> .....	...	
<b>Patient:</b> How many times a day should I take the medicine?	...	
<b>Doctor:</b> .....	...	
<b>Patient:</b> Do I need a prescription for it?	...	
<b>Doctor:</b> .....	...	
<b>Patient:</b> Thank you, doctor. Good-bye.	...	

**Exercise 17. Read the dialogue. Reproduce it in pairs. Replace the statements given in bold with those of your own.**

**On the phone**

**Doctor:** Dr **Bell's** speaking.

**Patient:** Hello, Doctor **Bell**. This is **Mr Slater**.

**Doctor:** Hello, **Mr Slater**. How do you feel today?

**Patient:** Not so good.

**Doctor:** I am sorry to hear that. What's the matter with you?

**Patient:** I have a **terrible backache**.

**Doctor:** Do you have any idea why?

**Patient:** Well, Doctor. I probably **have a backache** because I **planted trees and flowers** all day long yesterday.

**Doctor:** Do you usually **plant trees and flowers** all day long?

**Patient:** No, I don't. But I did it all day yesterday.

**Doctor:** Do you want me to come to see you?

**Patient:** Yes, I do. When can you come over?

**Doctor:** How about **tomorrow at 11 o'clock**?

**Patient:** That's fine. Thank you.

**Doctor:** See you tomorrow.

**Patient:** Good-bye.

**Exercise 18. Match the patient's reply with the doctor's statement.**

Doctor's statements	Nº	Patient's replies
<b>Dr Bell:</b> Dr Bell's speaking.	<b>5</b>	1. Good-bye.
<b>Mr Slater:</b> .....		2. Well, Doctor. I probably have a backache because I planted trees and flowers all day long yesterday.
<b>Dr Bell:</b> Hello, Mr Slater. How do you feel today?	...	3. Yes, I do. When can you come over?
<b>Mr Slater:</b> .....	...	4. That's fine. Thank you.
<b>Dr Bell:</b> I am sorry to hear that. What's the matter with you?	...	5. Hello, Doctor Bell. This is Mr. Slater.
<b>Mr Slater:</b> .....	...	6. No, I don't. But I did all day yesterday.
<b>Dr Bell:</b> Do you have any idea why?	...	7. Not so good.
<b>Mr Slater:</b> .....	...	8. I have a terrible backache.
<b>Dr Bell:</b> Do you usually plant trees and flowers all day long?	...	
<b>Mr Slater:</b> .....	...	
<b>Dr Bell:</b> Do you want me to come to see you?	...	
<b>Mr Slater:</b> .....	...	
<b>Dr Bell:</b> How about tomorrow at 11 o'clock?	...	
<b>Mr Slater:</b> .....	...	
<b>Dr Bell:</b> See you tomorrow.	...	
<b>Mr Slater:</b> .....	...	

**Exercise 19. You are going to hear a conversation between a man and a doctor and will have to fill in the relevant information on the doctor's note pad.**

**Dr Margaret Lewis**  
35, Park Lane

Patient's name .....

Address .....

Patient's Complaints .....

Diagnosis .....

Prescripton .....

**Exercise 20. Look at these health problems. Find good advice for each problem. Use the example and work in pairs.**

*Example:* - *What should I do for the flu?*  
- *You should take some aspirin.*

<b>Problems</b>	<b>Advice</b>
A backache	1 Take some vitamin C.
A headache	2 See the dentist.
A cough	3 Go to bed and rest.
The flu	4 Take some aspirin.
A toothache	5 Take some No-spa.
A fever	6 Put some drops into it.
A running nose	7 See the doctor
A stomachache	8 Don't lift anything heavy.
A sore throat	9 Rinse your throat.
A burn	10 Make a compress.
A cold	11 Get some medicine.
A sore eye	12 Don't smoke.
	13 Drink lots of liquids.
	14 Use eye drops.
	15 Put some ointment on it.
	16 Drink hot chicken soup.
	17 Take some cough syrup.

**Exercise 21. Read these ads and answer the questions.**

<p style="text-align: center;"><b>1 Hismanal</b></p> <p>Allergy relief that lasts for 24 hours. Only Hismanal brings you a full day and a full night of allergy relief, with just one dose.</p>	<p style="text-align: center;"><b>2 Paramettes</b></p> <p>Paramettes offer a complete range of vitamins and minerals specially formulated for each age group. There are Children's chewable, a Teen formula, Adult formulas and for later on, Paramettes 50+</p>	<p style="text-align: center;"><b>3 Fowler's</b></p> <p>Whatever the cause, Fowler's is a name long-trusted to speed relief of simple diarrhea. Either a liquid-extract of wild strawberry or convenient tablets for you Change of diet. Travel.</p>
<p style="text-align: center;"><b>4 Eye wear Silhouette</b></p> <p>Fashion. Supreme wearing. Comfort. Internationally renowned fashion design. <b>Enjoy wearing glasses!</b></p>	<p style="text-align: center;"><b>5 Correctol</b></p> <p>Correctol is the effective laxative pill that provides gentle, overnight relief. Try gentle Correctol. It may be all the laxative you really need. A woman's laxative</p>	<p style="text-align: center;"><b>6 BUPA Nursing</b></p> <p>When you need attention ring for a nurse! For complete care in home nursing and hospitals ring</p> <p style="text-align: center;"><b>0272-277170</b></p>

- 1 What medicine will you buy if your nervous system has broken down? .....
- 2 What medicine will you buy if you have an allergy? .....
- 3 Where will you apply if you want to buy good glasses? .....
- 4 What medicine will you buy if you suffer from diarrhea? .....
- 5 Where will you apply if you want to have a nurse at home? ....

**Exercise 22. Read the dialogue and answer the questions below it.**

#### At the Dentist's

**Dentist:** What is the trouble?

**Patient:** I have a terrible toothache on the right upper side.

**Dentist:** How long have you had it?

**Patient:** For two days.



**Dentist:** Let me have a look at it. Open your mouth, please. ... This one? I'll take an X-ray.

**Patient:** Good.

**Dentist:** There is a deep cavity.

**Patient:** Oh, will you have to pull out the tooth?

**Dentist:** No. I'll fill the cavity.

**Patient:** Will it hurt much?

**Dentist:** No. I'll give you a pain injection. Well ... Now rinse your mouth. Spit out! Does it hurt?

**Patient:** No, it doesn't, doctor.

**Dentist:** Besides the filling, I'll put a crown on your tooth.

**Patient:** All right, doctor.

**Dentist:** There is another tooth to be treated. Can you come back tomorrow?

**Patient:** What are your office hours tomorrow?

**Dentist:** From 10.00 to 3.00.

**Patient:** Can I make an appointment for 12 o'clock?

**Dentist:** Certainly.

**Patient:** Do I have to pay now?

**Dentist:** No, you may pay tomorrow.

**Patient:** Thank you, doc. Good-bye.

**Dentist:** Good-bye.

*1 What doctor did the patient apply to?*

*2 What was the trouble?*

*3 What did the doctor do?*

*4 Why does the patient have to come the next day?*

*5 What time did the patient make an appointment for?*

*6 Did the patient have to pay the first day?*

**Exercise 23. Read the dialogue and answer the questions below it.**

**At the Chemist's (Drugstore)**

- Good morning! Can I have this prescription made up, sir?

- Let me see it. Oh, this is for a cold.

- And please, give me something for a headache and throat wash.

- Yes, certainly, sir.

- I also want valerian drops, aspirin, iodine, two packets of cotton and one sanitary towel.

- Here you are, sir.

- Excuse me, do you have a medicine for sore eyes?

- No, we don't have it now. But call us in two days, please.

- How much does it all cost?

- \$ 18, sir.

- Thank you. I'll call you.

- Thank you, sir.

- Good-bye.

*1 What disease does the client want the medicine made up for?*

*2 Does the client ask for another medicine too?*

*3 How many medical things does the client want to have?*

*4 Why will the client have to call the chemist's tomorrow?*

*5 How much money has the client paid for the medicine?*

**Exercise 24. (a) Read the two extracts from the patient leaflets and answer the questions.**

<b>I</b>	<b>II</b>
<p><b>RAFATHRICIN with BENZOCAINE</b></p> <p>This medicine is indicated for the relief of sore throat and mouth infections.</p> <p><b>Warning:</b> Do not use this medicine if you are hypersensitive to one of the ingredients. Do not use this medicine frequently or for prolonged periods without consulting your physician. This medicine is not intended for children under the age of 3.</p> <p><b>Dosage:</b> The recommended dosage is one tablet every 3 hours. Do not exceed the recommended dose. If your condition does not improve within 2 days, please consult your physician.</p> <p><b>Directions for use:</b> The tablet should be allowed to slowly dissolve inside the mouth; do not chew the tablet. The medicine should be taken 1 hour before meals.</p> <p><b>Side effects:</b> They may include local irritation, inflammation or swelling in the mouth or throat. If side effects occur, stop the treatment and consult your physician.</p> <p><b>Storage:</b> This medicine should be stored in a cool and dry place. Please pay attention to the expiry date of the medicine. Do not store different medicines in the same container.</p>	<p><b>BONDORMIN</b></p> <p><b>Therapeutic activity:</b> Bondormin is indicated for the treatment of insomnia.</p> <p><b>Warning:</b> Long-term use may lead to dependence. The use of this drug may reduce alertness. Caution should be exercised when driving a vehicle. Do not either smoke or drink wines and other alcoholic beverages while under treatment with this medicine.</p> <p><b>Dosage:</b> Take this medicine according to the physician's instructions. Do not exceed the recommended dose.</p> <p><b>Directions for use:</b> Do not chew! Swallow this medicine with water or place the tablet under the tongue, where it will slowly dissolve.</p> <p><b>Side effects:</b> In addition to the desired effect of the medicine unwanted side effects may also appear. These may include dizziness, dry mouth, ringing in the ears, a headache and weakness.</p> <p><b>Storage:</b> This medicine should be stored in a cool and dark place. Close securely to prevent entry of air and moisture.</p>

**Answer the questions.**

- 1 What troubles are these medicines indicated for?
- 2 How should they be taken?
- 3 What side effects may occur while taking **RAFATHRICIN**?
- 4 What side effects may appear while taking **BONDORMIN**?
- 5 What should you do if any side effects occur?
- 6 What warnings do the leaflets give?
- 7 What rules of storage of these medicines should you follow?

**(b) Act out a conversation with a chemist. Ask him how to use the above medicines.**

**Exercise 25. Read the conversation between a doctor and a patient and put the lines in the correct order. Put the number of the sentence opposite it. Act out the dialogue.**

- I'm quite ill. I think I've got flu.
- I feel very weak and dizzy. I have a cold in the head and a sore throat.
- What's the matter?
- What is your temperature?
- Tell me, doctor, is it very serious?
- Very likely. What are the symptoms?
- I've been running a high temperature since yesterday. Today it is 37.9.
- Please strip to the waist. I must examine you. Your throat is inflamed.
- It will be serious if you don't follow my instructions. You've only caught cold. You have to lie down immediately. I'll prescribe you a gargle and some medicine.
- No, I think you'll recover in a few days.
- Shall I have to stay in bed long?
- Thank you ever so much, doctor.

**Exercise 26. Complete the dialogues:**

**Dialogue 1**

- Hi! How are you?
- .....
- What's the matter?
- .....
- Really? That's too bad. Have you taken anything for it?
- .....
- Well, do you know what you should do? Take ..... and ..... .  
It really works.
- .....
- Not at all.

**Dialogue 2**

- What's the trouble?
- .....
- Have you taken your temperature?
- .....
- Let me examine you. ... You've caught cold.
- .....
- You should stay in bed for 2 days.  
I'll prescribe you some medicine.
- .....
- Take one pill 3 times a day  
after meals.

**Dialogue 3**  
**At the pharmacy**

- Good morning. Can I help you?
- .....
- Let me see. This is for ..... . Do you want a large or small bottle?
- .....
- Take 25 drops 3 times a day before meals. Anything else?
- .....
- Yes, sir/madam. Here you are.
- .....
- \$ 10.

**Exercise 27. Read the English sayings and explain them.**

- 1 An apple a day keeps a doctor away.
- 2 A sound mind in a sound body.
- 3 One hour's sleep before midnight is worth two after.
- 4 Health is better than wealth.

**Exercise 28. Listen to the conversation with a doctor. The correspondent is asking the doctor about first aid. Then fill in the table. Discuss your answers with a partner.**

Injury	First aid and treatment
No breathing	_____
Bleeding	_____
Burns: a) minor	_____
b) bad	_____
a broken leg or arm	_____
	_____

**Exercise 29. Role play.**

- 1 You don't feel well. You have a cold in the head and a slight headache. Speak to the doctor about it. The doctor examines you and makes out a prescription.
- 2 You don't feel well. You have a temperature. You can't go to the office. You are at home. You call the clinic and ask for a doctor. Speak to the nurse at the reception.
- 3 You met your friend. He looks fine. You want to know what one must do to keep in good health. Speak to your friend about it.
- 4 You are injured during an automobile accident. You have some bad cuts and bruises. The doctor examines you. Speak to the doctor.
- 5 You have a toothache. The dentist examines you and says that you need to have your tooth pulled out.
- 6 You have come to the pharmacy. You want to have some medicine made up prescribed by a doctor. And you want some health and body aids as well.

## Glossary of key words and phrases

to be in good health	abscess [ˈæbsɪs]-нарыв – мушакнинг
to keep good health	йирингли касаллиги
to fall ill(Br),to get sick(Am)	stroke –удар, инсульт
to have a toothache	asthma [ˈæsmə]
a backache	cholera
a stomachache	concussion of the brain-сотрясение
a heart attack	мозга, миянинг чайқалиши
to have a heart trouble	constipation-запор, ич қотиши
a lung trouble	
a kidney trouble	diarrhoea [ˈdaɪəˈriə]-понос, ич кетиши
a liver trouble	diphtheria [dɪfθɪəˈriə]-дифтерит
to have a sore throat	diabetes [ˈdaɪəˈbiːtiːz]
a sore eye	
a sore leg	hemorrhage [ˈhemərɪdʒ]-кровотечение,
a sore arm	қон кетиши
to have pain in the back in the knee	malaria [məˈleəriə]-малярия
to catch cold	plague –чума, вабо
to limp	sun – stroke
to feel one’s pulse	typhoid fever [ˈtaɪfɔɪd ˈfiːvə]-брюшной
to sound one’s lungs	тиф, қорин тифи
to check blood pressure	cramp – судорога, мушакларнинг
to go through analyses	кетма-кет қисқариши
to be X-rayed injection	Prescription
slight/serious disease	to make up a prescription
catching disease	to make out a prescription
infectious disease treatment	to take a spoonful of something
to keep to (to stay in) bed	to be on / to keep a diet
in bed	to be operated on for
blind	to fill a tooth filling
cut	to pull out/extract a tooth
slight wound/injury	to do good
to dress a wound	to do harm
<b>Diseases:</b>	recovery
poisoning – отравление, овқатдан	pills/tablets
захарланиш	powders
bronchitis [brɒŋˈkæɪtɪs]-бронхит	drops
pneumonia [njuːˈmɒniə] - зотилжам	ointment
	cotton
tuberculosis [tjuːˌbɜːkjuˈləʊsɪs]	iodine – [aɪədiːn]
cancer –рак, саратон	poor/good eyesight blind
	deaf/deaf and dumb
appendicitis [əˌpendɪˈsaɪtɪs] -	<b>Parts of the body:</b>
quinsy [ˈkwɪnzi]- ангина	head, neck, back, arm, hand
the measles - корь	knee, foot, leg, chest, finger,
boil-фурункул – чипқон	abdomen, shoulder, elbow,
rheumatism [ˈruːmətɪzəm]	nose, mouth, chin, ear, ankle

## I. Focusing activities

**Exercise 1. Work in groups or in a class. Discuss the following questions:**

- 1 Which nationalities do you think are most different from your own?  
Give your reasons.
- 2 What different social customs have you experienced in other countries or other regions of your country? Did any surprise you?
- 3 If someone comes from another country, what differences do you expect in their behaviour, manners, eating habits, etc.? Think of some examples.

## II. On the line activities

**Exercise 2. Read the text. Discuss in the group which of the following two phrases suit the content of it. Choose one of them. Guess the meaning of the words in bold.**

1. When in Rome do as the Romans do.
2. I don't mean to be rude.

**Travelling abroad**

Today the world doesn't seem extremely large as we thought of it to be such 30 – 40 years ago. There are many reasons to think so. People easily travel from one part of the world to another. Young people can choose any country to study. The process of globalization combines different continents and different countries to do business with. Practically people become more and more international. We meet people of various nationalities, cultures, religions and ethnic groups. Differences in culture put forward some important requirements, such as understanding and respecting other cultures and development of **human relations skills**. For example, most Americans like to be informal in habits, speech and dress. They address each other by their first names in almost any situation formal or informal. When in the USA you would be struck by the friendliness of people in the street. Knowing the **rules of etiquette**, i.e. the rules of **formal relations** or polite **social behaviour** among people are very useful. But it is not enough; we have to learn the etiquette of different countries, what we should do in a particular situation and in particular country, let it be China, Japan, Norway, Israel, India, Russia, Australia or any other country of the world. The more you know of the culture of the country you are dealing with, the less likely you are to get into difficulties. *Good manners are always admired.*

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. Handshaking is also popular in other countries including Germany, Belgium and Italy. But Northern Europeans, such as British and Scandinavians, are not quite so fond of physical demonstrations of friendliness. In other countries, such as Canada, Russia, the USA, Australia

handshaking is a widely accepted gesture too, but people from Japan simply bow when they meet a person first. For people from the Middle East (Algeria, Egypt, Jordan, Iraq, Iran, Libya, Saudi Arabia) handshaking is an ordinary thing if you are out of the premises. In case you are invited home as a guest the host can greet you with a kiss in both cheeks and you have to do the same.

Titles are very important for people from Germany, Great Britain, Japan and Italy. If you are used to calling people by their first names this can be a little strange to the Germans. Forgetting that someone should be called *Herr Doctor* or *Frau Doctorin* might cause serious **offence**. It is equally offensive to call them by a title they do not possess. In Italy the question of title is confused by the fact that everyone with a university degree can be called *Dottore* – and engineers, lawyers and architects may also expect to be called by their professional titles. The Japanese call people by their full name adding the word -‘san’ which is acceptable both for a man and a woman.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lovely discussion, you must remember the next polite thing to do – let your host pick up the bill. In Germany, as you walk sadly back to your hotel room, you may wonder why your friend hosts have not invited you out for the evening. Don’t worry, it is probably nothing personal. Germans do not **entertain** business people with quite the same enthusiasm as some of their European **counterparts**. The Germans are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift.

**Exercise 3. Match the words with their definitions.**

Unknown words, phrases	№	Definitions
1. requirement	d	a) the art of dealing with people; a system of actions based on knowledge, understanding or judgement of other cultures
2. formal relations		b) to give hospitality to, receive people as guests, give food and drink to
3. rules of etiquette		c) a person who is closely resembling another, as in form or function
4. human relations skills		d) smth obligatory or demanded as a condition
5. social behaviour		e) done or made according to prescribed or fixed customs, rules, ceremonies
6. offence		f) the way the person acts in a society
7. to entertain		g) rules for formal relations or polite social behaviour among people
8. counterpart		h) the act of creating displeasure, resentment, or hurt feelings

**Exercise 4. Agree or disagree with the statements. Give your reasons. The following phrases may be helpful.**

*You may be right here; True; It's partly true; Exactly; Quite so; I (fully) agree with you; I don't think so (at all); I shouldn't say so; I'm afraid you are wrong here; I don't agree with you.*

Statements	True	False
1 To learn the etiquette of different countries is not necessary.	...	...
2 In many European countries handshaking is an automatic gesture.	...	...
3 In France good manners require shaking hands with everyone you meet.	...	...
4 People in Britain and Scandinavia shake hands as much as people in Belgium and Italy.	...	...
5 German business people prefer to be called by their surnames and titles.	...	...
6 The Japanese are less polite when they don't shake hands when they meet people for the first time.	...	...
7 Italian professionals don't like to be called by their titles.	...	...
8 Good manners are always admired all over the world.	...	...

**Exercise 5. Answer the questions.**

1. What are the main reasons for becoming more and more international? Can you add any other reasons?
2. What requirements do differences in culture put forward today?
3. Why is it very important to learn the etiquette of different countries?
4. What knowledge should a person possess when he meets somebody for the first time?
5. Is handshaking a widely accepted rule to greet a person all over the world? Do you know any other country where people don't shake hands while meeting each other except Japan? Is handshaking accepted in your country?
6. How do people greet each other in your country?
7. In what countries are titles very important?
8. What might cause serious offence when applying to a person in Germany?
9. Do you think it is polite to call a person by a title he doesn't possess?
10. The Japanese call other people by their full name adding the word "san". Is there any special word added to the name in your country?
11. Entertaining is an essential part in business. Do people from different countries have the same attitude to it as the Italians do? Are there any traditions concerning entertainment in your country?

**III. Between the line activities**

**Exercise 6. Give the most appropriate titles to paragraphs I-IV of the text. Discuss them in the group.**

**Exercise 7. Are these statements true about social customs in your country? Tick under "Yes", "No" or "It depends". Discuss your choice with the group.**



Statements	Yes	No	It depends
1. People shake hands when they meet for the first time. 2. People shake hands when they meet after a long time. 3. Colleagues don't shake hands every day. 4. In professional situations people usually exchange business cards at a first meeting. 5. It is very important to arrive punctually for a professional meeting. 6 Colleagues generally use first names at work. 7 People prefer to keep their work and private life separate. 8. They don't usually socialize with colleagues outside working hours. 9. When you are invited to a person's home for a social occasion, it's usual to arrive ten or fifteen minutes late. 10 When people give flowers as a present, they give an odd, not an even, number, and without wrapping paper.			

**Tips to remember**

- Don't get to the office too early on your first day.
- Make sure you are dressed on the occasion.
- Be careful about what you wear to the office.
- Be careful not to smoke without permission.
- Take flowers if you are invited to dinner.
- You shouldn't take alcohol for your host.
- Take a box of chocolate to his wife.

**Exercise 8. Discuss the following questions:**

- 1 Which of the ideas of the text do you agree or disagree with?
- 2 What would you tell a foreign visitor about 'good manners' in your country?

**IV. Beyond the line activities**

**Exercise 9. Perform the following.**

- a) A British manager is talking about social customs. He is giving advice about three different countries to a group of trainee international managers. Listen to three extracts from his talk. Tick the topics he is talking about in each extract:

Topics	Extract 1	Extract 2	Extract 3
Shaking hands			
First/family name			
Titles			
Business lunches			
Punctuality			
Humour and jokes			
Business cards			
Making decision			
Invitations			

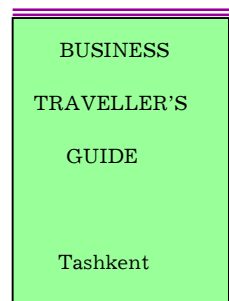
b) Listen again and tick the country you think the manager is talking about in each extract.

<b>Extract 1</b>	USA <input type="radio"/>	Germany <input type="radio"/>	France <input type="radio"/>
<b>Extract 2</b>	Germany <input type="radio"/>	Spain <input type="radio"/>	Italy <input type="radio"/>
<b>Extract 3</b>	India <input type="radio"/>	Japan <input type="radio"/>	China <input type="radio"/>

**Exercise 10.** Describe the ‘mini-culture’ of your company or group. Make a list of things you should/shouldn’t do at work, in class or at home.

**Exercise 11.** Prepare some notes for the *Cultural advice* section of a *Business Traveller’s Guide* to your country. What would you tell a foreign visitor about ‘good manners’ in Uzbekistan? The following topics are suggested:

1. Introductions and greetings
2. Punctuality
3. Presents
4. Tipping
5. Smoking



**Exercise 12.** Read the following text and dialogues and answer the questions. Discuss the answers in your group.

The cultural challenges exist side by side with the problems of doing business in a foreign country. Differences in culture are important when a manager is negotiating in a foreign country and therefore has a different language, customs, religion and business practice. He cannot do things the way they do at home. For instance, many Europeans and Americans like to get to the point quickly when negotiating. This is not so in some countries, like Brazil, where people prefer to beat about the bush\* more. They take their time to create a relationship of trust. In Japan, there are often long silences during negotiations – especially if things are not going smoothly. It is quite obvious that managers working abroad need various skills. It is a great advantage if they know the language of the country they are working in. But this is not the most important requirement. They need human relation skills, an understanding of other culture and the ability to adapt.

#### Dialogue 1

*Erkin Rasulov came back from the USA where he studied at the Indiana University and got MA degree in economics. Read the dialogue where he shares the experience he got there.*

**Karim:** I’m so glad to see you again. I’m anxious to hear everything about your stay in the USA. You were at Indiana University, weren’t you?

**Erkin:** Yes, I got my degree in business there.

**Karim:** It must be difficult for a foreigner to adjust to American life. Did you have a lot of trouble at first?

**Erkin:** The first month or two was rough. Mr Hudson, the foreign student adviser, met me at the station, took me to the hostel and helped me to register. I went to his office every week for about a month. He gave me a lot of good advice.

\* to beat about the bush – to refuse or fail to come to the point when speaking about the subject.

- Karim:** What did you start learning business with at the University?
- Erkin:** With business etiquette. It was very useful. I'll never forget its rules. You should:
- 1 do everything on time;
  - 2 be friendly, helpful and polite with your partners;
  - 3 know table manners;
  - 4 know the dress code of a businessman (i.e. dress suitably for the occasion);
  - 5 always use good language while speaking and writing.
- Karim:** It's very interesting, but there's something else I'd like to know. It's American negotiating style.
- Erkin:** Americans are always very well prepared for negotiations. They make their points in a direct self-explanatory way. The general rule of American business interaction is getting profit.
- Karim:** Thanks a lot for your information.
- Erkin:** You are always welcome.

### Dialogue 2

*A German executive is transferred to a subsidiary company in Canada. Read the following conversation in which a Canadian colleague tells him what to expect when he gets there.*

- Morris:** I suppose I'd better tell you about the Canadians now. You'll find your Canadian colleagues fairly easy to get on with and pretty tolerant. Oh, by the way don't expect to start work too early. Quite honestly, it's usually 9.30 a.m.
- Otto:** I'm glad you told me that. As you know we start a lot earlier here.
- Morris:** Right. So I thought I'd better warn you. Don't get to the office too early on your first day.
- Otto:** OK. You were telling me about the people.
- Morris:** Oh yes. They usually greet each other by handshaking. You may find them, er ... a bit reserved at first. They may not be friendly to begin with. And they sometimes seem to be a bit...er...cool towards foreigners.
- Otto:** I see. Then I mustn't expect to be invited to dinner during the first week.
- Morris:** And I wouldn't hope on an invitation during the first month either.
- Otto:** Really?
- Morris:** Yes, I'm afraid so. But, mind you, once they do get to know you, Canadian people are very hospitable.
- Otto:** And when I go to their home, should I take a gift? A bottle of schnapps, perhaps?
- Morris:** No, I wouldn't do that if I were you. Canadians don't invite partners to their houses, they prefer going to the restaurant. Flowers would be safer, I think.
- Otto:** Thank you for a piece of good advice!
- Morris:** My pleasure.

- 1 Why is it so important to know cultural differences in doing business in a foreign country?
- 2 What is the negotiating style of people from Brazil, Japan and Europe?
- 3 What personal skills do managers working abroad need?
- 4 What country did Erkin Rasulov get his MA degree in economics?
- 5 What business etiquette did Erkin find the most important?
- 6 How do American businessmen run business?

- 7 What are the main features of Canadian businessmen?
- 8 What gift should a person take if he is invited to a restaurant in Canada?

**Exercise 13. (a) Mr Sharipov and Mrs Sultanova are going to a meeting with a new Japanese client. They read the advice from a business magazine:**

**Doing Business in Japan**

1. Don't worry if you are a minute or two late.
2. Offer your business card when you first meet a partner.
3. Study Japanese business cards carefully.
4. Allow time for polite conversation before you talk about business.
5. Don't expect to finish important business at the first meeting.
6. Don't speak too directly or push too hard for clear answer.

**(b) Compose the advice for the foreigners how to do business in Uzbekistan.**

**Exercise 14. The following examples illustrate what happens if business people do not take into account the culture of the country they are dealing with. Read, discuss and answer the questions below each one. Compare your answers with those given in the key.**

1. A foreign businessman had been negotiating a deal in England. When he got back to the hotel, his boss phoned him. "How did it go?" asked the boss. - "Just great" replied the foreign businessman. "I made several proposals to the Englishman and he kept shaking his head up and down: - he obviously agreed with everything I said." What mistake has the foreign businessman made? And why?
2. Once an American company having business in Spain decided to arrange a company picnic - such picnics had been successful in the US. Both the executives and employees were invited to the picnic. The idea was to promote close relations between the executives and the workers. The atmosphere at the picnic was not good, and the picnic was not very successful. Can you guess why?
3. An American manager in Japan offended a very important Japanese executive because he did not show the executive enough respect. The two men had met first in the Japanese's executive's small office. So the American thought the other man was a low-level executive. Why did this happen?
4. Mr Cage was an American businessman hired by a well-known multinational corporation in South Arabia. He went to the home of a Saudi, Mr Faed to try to interest him in participating in a local joint venture with his company. A middleman who knew them both introduced them. As this was the first meeting, the man's conversation began with small talk that made Mr Cage a little impatient. Questions such as "How are you doing? How was your flight? How is your family? and How is your father?" were common. Mr Faed answered "fine." And Mr Cage said: "Oh, my father is well too. He is in a nursing home now. I saw him a few months ago during Christmas". From that point everything froze up and Mr Cage's mission completely failed. Mr Faed remained courteous enough but was obviously uninterested in doing any business with Mr Cage. Can you tell why?
5. A delegation from Japan came to London and was invited to business lunch, served by a woman. She did her best to prepare everything. She put the good china and silverware and even brought in Japanese green tea for them, but no one touched a thing. Why was no one eating?

**Exercise 15. Complete the following passage using the words from the list below. Change the form of the words where necessary.**

*relationship, manager, motivate, profile, meetings, suit, rule, attitude*

**Motivating a Multinational Team**

Several organizations have been carrying out research to determine the best way to ..... (1) a multinational team of employees. The results of this work show that the principal problems are caused by cultural differences. For example, one study, in which members of ten nationalities attended regular ..... (2) together, revealed that the French could not understand the principal British ..... (3) to conducting business, which they thought indicated a lack of preparation. On the other hand, the Americans found it difficult to accept shaking hands with the French every morning, which they saw as a sign of a more formal ..... (4). Language can also cause misunderstandings: take the case of an American ..... (5) who wrote 'quite good' on a report prepared by the British subordinate. This was interpreted as meaning 'not very good' when in fact the American had meant 'better than good.' To overcome these problems the successful multinational team should be composed of managers who have the right ..... (6) in terms of attitude and experience and who ..... (7) the positions they are appointed to. It should also be a team that understands the basic ..... (8).

**Exercise 16. Read the text and answer the following questions.**

1. What do you think about the notion “**BODY LANGUAGE**”? Do you agree with the following: Body language of different nationalities usually comprises the way they use gestures, personal space and eye contact.
2. Do you know anything about personal space?

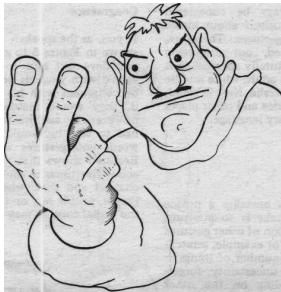
**BODY LANGUAGE**

**Gestures.** Some people as the Swedes, Finns, Norwegians, Danes use gestures very little. British, German, Dutch, Belgians and Russians use gestures when they want to communicate over long distances. The Italians, Greeks, French, Spanish and Portuguese use a lot of gestures. Most of the basic communication gestures are the same all over the world. Whereas one gesture may be common in one culture and have a clear interpretation, it may be meaningless in another culture or even has a completely opposite meaning. Take, for example, the cultural interpretation of three common hand gestures: the ring gesture, the thumb-up and V sign.



The ring or 'OK' gesture was popularized in the USA in the 19<sup>th</sup> century by the newspapers. There are many different views about what the initials 'OK' stand for. Some believe it stands for 'correct'. It is common to all English-speaking countries and, although its meaning is fast spreading across Europe and Asia it has others meanings in certain places. For example, in France it means 'zero' or 'nothing'. In Japan it can mean money

The thumb-up gesture has two meanings in Britain, Australia and New Zealand. It is commonly used by hitch-hikers who are thumbing a lift and an 'OK' signal.



The V sign is popular in Great Britain, Australia and New Zealand. Winston Churchill popularized the V for victory sign during World War II, but his two-finger version was done with the palm facing out. This signal also means the number of two in many parts of Europe. In case the palm faces towards the speaker it is an insult version.

**Personal space.** People try to keep the distance from each other in public. Some cultures, as Japanese or Chinese, are accustomed to crowding; others prefer the 'wide open space' and like to keep their distance.

Allan Pease, the managing director of a management consultancy company from Australia, distinguishes some distinct zones, which are accepted by people living in North America and Canada, England, Australia and New Zealand. They are:

- a) *Intimate Zone* (15 – 46 cm). This is the most important zone as it is the zone that a person considers it to be his own property.
- b) *Personal Zone* (46 – 1.22 cm). This is the distance that people stand from others at cocktail parties, office parties, social functions and friendly gatherings.
- c) *'Elbow Zone'*. People from Spain, France, Italy and Greece stand close enough to touch each other easily.
- d) *'Wrist Zone'*. People from East European countries such as Poland, Hungary and Romania stand a little more distant, but close enough to touch wrists.
- e) *'Finger tips Zone'* People from Britain, Holland, Germany and the Scandinavian countries prefer to stand further away from each other and they do not generally touch each other during the conversation.

*Eye contact.* Another cultural difference between nationalities is the eye contact between people. In countries where people stand close to each other eye contact is more frequent and lasts longer. Mediterranean countries are 'high-look' cultures whereas North European countries are 'low-look' cultures. Children who grow-up in a low-look culture learn that it is rude to look too long at another person. In high-look cultures eye contact is a natural way to express the feelings. This explains why North Europeans visiting South European countries feel uncomfortable at the way people look at them.

### Exercise 17. Answer the questions

1. How do people show their emotions?
2. Which nationalities usually use a lot of gestures when they speak?
3. Do people in your country use a lot of gestures during the communication?
4. What does 'OK' gesture mean?
5. What does the 'V' sign mean? Is it used in your country?
6. What distance zones exist?
7. What distance zone do people of your country have while speaking?
8. Do you always follow the accepted rules?

9. Do the rules of your country permit eye contact between people talking to each other?
10. How much eye-contact is there between strangers passing each other in the street?
11. Do you think any of the differences may cause a cultural misunderstanding?

**Exercise 18. There are situations when unavoidable intrusion into people's personal zone may happen: at concerts, cinemas, elevators, lifts, trains or buses. Here is a list of unwritten rules that people should follow when they face a crowded situation such as a public transport or packed lift.**

- You are not permitted to speak to anyone, including a person you know.
- You must avoid eye contact with others at all times.
- It is not permitted to display emotion on your face.
- If you have a book or newspaper you must appear to get busy reading it.
- The bigger the crowd the less the body movement you are permitted to make.
- In lifts you have to watch the floor numbers above your head.

*Do you agree or disagree with these statements? Give your reasons. What would you recommend the people in your country that got in such situation? Give some rules of public behaviour.*

**Exercise 19. Write some recommendations on body language for visitors to your country.**

**Exercise 20. Role play.**

- 1 Work in two or three groups. Describe a typical person from a) the USA, b) China, c) the North of your country, d) Great Britain and compare the descriptions
- 2 You work at the head office which has subsidiaries or sales offices in over twenty countries. Your organisation has recently created an Overseas Briefing Department whose purpose is to prepare staff for overseas postings and to give them information about the countries they are going to. The head of the Department has to tell the people the sort of things they ought to know. The employees of local nationality (Uzbeks) should prepare notes on Uzbekistan.
- 3 Compose a dialogue. Discuss the specific features of behaviour in Uzbekistan and Turkey.
- 4 Describe any difference you have noticed in the body language of other nationalities.

#### **Glossary of key words and phrases**

**to admire** – восхищаться

**to adjust** – приспособиться

**authority** – власть, полномочие; управление

**to beat about the bush** – ходить вокруг да около

**behaviour** – поведение

**etiquette** – этикет

**to entertain** – принимать гостей, развлекать

**to obey** – подчиняться

**to post** – назначать на должность

**self-explanatory** – ясный, не требующий разъяснений

**tolerant** – терпимый, относящийся терпимо

**Давлатчилик йўналишидаги инглиз тили материаллари – Units 10-12**  
**A.A. Ismailov, V.A. Fyodorov, N.I. Melenevskaya, V.B. Lapshin**  
**ENGLISH FOR STATE AND SOCIAL CONSTRUCTION**

Таклиф этилаётган давлатчилик йўналишидаги қуйи-ўрта босқич талабалари учун мазкур материаллар қуйи-ўрта босқич кундалик инглиз тили компьютер лингафон курсига мувофиқлаштирилган ҳолда яратилган ва уни давлатчилик йўналишидаги мавзу ва атамалар билан тўлдиради. Шу билан бир қаторда, ушбу материаллар мустақил ҳам ишлатилиши мумкин.

Материаллар 3 бўлимдан – “Unit”дан иборат. Унда таянч матнлар вазифасини Ўзбекистон, инглиз тилида сўзлашувчи давлатлар давлатчилигига оид матнлар ўтайди. Ўзбекистон воқелигини мазкур материалларга киритилиши инглиз тилини ўқитишда миллийчиликни оширади ва турли касбий йўналишда тахсил олаётган барча талабаларга зарур манбаъ ҳисобланади.

Материаллар замонавий технологияларга таянган ҳолда дарс жараёнини ташкил этилишига замин яратади. Бунда, албатта, манбаъни ўзлаштириш тарзи анча тезлашади. Компьютер ва лингафон билан таъминланмаган ўқув юртларида эса анъанавий услубда дарс жараёнини ташкил этиш учун барча шарт шароитлар яратилган.

Талабаларнинг мустақил иш фаолияти учун кенг имкониятлар яратилганлиги муносабати билан, мазкур материалларни мустақил ўтиш тавсия этилади. Ўқитувчи аудиторияда тил тизимига янги, кундалик инглиз тили материалларига кирмаган тил структурасига оид материалларни тушунтириш ва якуний билим ва кўникмаларини назорат қилишга имконият яратадиган фақат маълум бир машқларни бажаришга вақт ажратиши мумкин.



**Unit X**  
**Grammar Drill**



**Ex.1 Read the following sentences to define what functions Participle II performs in them.**

1. (A) The farmers have improved their work with the help of new machines.  
(B) The improved methods of work have brought good results.
2. (A) Rivers connected by canals form long waterways.  
(B) The canal has connected two rivers.
3. (A) Water becomes ice when it is cooled.  
(B) It is nice to drink cooled water when it is hot.
4. (A) Our sales manager has prepared a report.  
(B) The report prepared by our manager has been sent to all branches.
5. (A) Weather forecasts reported last week were incorrect.  
(B) The radio has reported the weather forecast for tomorrow.
6. (A) The book translated by my friend is very interesting.  
(B) The book was translated into several languages.
7. (A) Newspapers are usually delivered at 8.  
(B) The newspapers delivered by a postman were distributed among the office departments.
8. (A) An executive officer elected by voters manages the city's affairs.  
(B) An executive officer is elected by voters and assisted by department heads.
9. (A) The heads of departments appointed by the mayor are having a meeting in the conference room.  
(B) The mayor has just appointed a new head of the Finance Department.
10. (A) The resolution adopted by the council was approved by all the staff.  
(B) The council has adopted a resolution on some important issues.



**Ex.2 Replace the clauses in bold by Participle Constructions. Follow the example in the first sentence.**

**Example:**

The exhibition, **which was held** last month, was a great success.  
*The exhibition **held** last month was a great success.*

1. The blocks of houses, **which were built** in the new districts of Tashkent, are nice and comfortable. ....
2. Everybody likes pictures, **which are painted** by U.Tansikbayev.  
.....
3. The city government has some kind of central council, **which is elected** by voters. ....
4. Some of the holidays, **which are celebrated** in the USA, originated in Europe. ....
5. The council passed the law, **which had been approved** by everybody. ....
6. Most of the executive power is entrusted to a professional, **who is highly trained and experienced**. ....



**Ex.3 Read the text and find the answers to the following questions.**

1. What are the types of local government in the USA?
2. What functions does the city government in the USA carry out?
3. What functions do town and village governments carry out?

### **Local Government in the USA**

The US fifty states have different size, population, climate, economy, history, and interests. The governments of fifty states often differ from one another, too. However, they share some basic structures. They all have a senate and a house. All have executive branches headed by a state governor and independent court systems.

The United States has a system of genuine local self-government. Each state has its own constitution. But all must respect the federal laws. In most states a city government has a considerable measure of independence. But cities and local authorities must make their laws so that they fit their own state's constitution.

American local authorities have various modes of organization and their policies can be different. More than **three-quarters** of American citizens live in towns, large cities or their suburbs. These statistics make city governments very important. The city directly serves the needs of the people, providing everything from police and fire protection to sanitary problems, health regulations, education, public transportation and housing. The local communities have the real control at the public school level. They control administration of the schools.

There is no national police force. Each state has its own state police and its own criminal laws. Each city has its own police force that it hires, trains, controls, and organizes.

There are many other areas, which are also the concern of cities, towns, and villages. The opening and closing hours for shops, street and road repair, and other regulations are among them.

Most states and some cities have their own income taxes.

Almost all city governments have some kind of central council elected by voters, and an executive officer, assisted by various department heads, to manage the city's affairs. There are three general types of city government: the mayor-council, the commission and the city manager. The mayor appoints heads of city departments and other officials, sometimes with the approval of the council. He has the power of **veto** over city ordinances and is often responsible for preparing the city's budget. The council passes the laws of the city, sets the tax rate on property and distributes money among the various city departments.

**The Commission.** This combines both the legislative and executive functions in one group of officials, usually three or more in number, elected citywide. Each commissioner supervises the work of one or more city departments.

**The City Manager.** Urban problems require management experience not often possessed by elected public officials. Therefore most of the executive powers are entrusted to a highly trained and experienced professional city manager.

The county is a subdivision of the state, usually containing two or more towns and several villages. In most counties, one town or city is designed as the county seat where the government offices are located.

The government is entrusted to an elected board or council. The board collects taxes, fixes the salaries of county employees, supervises elections, builds and maintains highways and bridges, and administers national, state and country welfare programmes.

Thousands of municipal jurisdictions are too small to qualify as city governments. These are considered as towns or villages and deal with such strictly local needs as paving and lighting the streets; ensuring a water supply; providing police and fire protection; establishing local health regulations; arranging for garbage, sewage and other waste disposal; collecting local taxes to support governmental operations, and administering the local school system.

The USA has a great variety in its government bodies. Its system tries to satisfy the needs of people at the local level, while the Constitution guarantees basic rights to anyone and anywhere.

#### Vocabulary

<b>sanitary</b>	- санитар, гигиеник / санитарный, гигиенический
<b>criminal law</b>	- жиноий ҳуқуқ / уголовное право
<b>garbage</b>	- ахлат / мусор
<b>sewage</b>	- оқава сувлар / сточные воды
<b>waste disposal</b>	- қолдиқларни йўқотиш / удаление отходов

#### Ex.4 Complete the following sentences choosing the required words given in the box.

supervises, approve, legislative, bodies, urbanized, independence  
executive, taxes, citizens, prepares, has hired, council, was satisfied

1. The United States is a highly ..... country.
2. The emphasis on freedom, rights and equality has created in .....  
of the United States strong feelings of .....
3. The Senate must ..... all treaties before they become official.
4. The commission has both ..... and ..... functions.
5. Many governments collect ..... from individuals and businesses to  
pay for schools, hospitals and so on.
6. The manager .....the city budget and .....the work of departments.
7. The city ..... makes the ordinances and sets policy.
8. The manager ..... with the work of the office staff.
9. The big corporation ..... 5 highly trained professionals to  
work in the Research and Development department.
10. Tashkent is the seat of the Uzbek Parliament, the Cabinet of Ministers,  
the Republican ministries and other governmental .....



**Ex.5 Switch on the tape. In the interval read the sentences from exercise 4, check them with those on the tape and repeat them. Begin with the signal.**



**Ex.6 Write down the following fractions in the spaces provided. Follow the model.**

**Model:**

$\frac{1}{2}$  - a half,  $\frac{1}{3}$  - a third,  $\frac{1}{4}$  - a quarter,  
 $\frac{5}{8}$  - five eighths,  $\frac{3}{4}$  - three quarters

$\frac{1}{4}$  .....  $\frac{1}{6}$  .....  
 $\frac{2}{3}$  .....  $\frac{4}{5}$  .....  
 $\frac{1}{3}$  .....  $\frac{1}{2}$  .....



**Ex.7 Switch on the tape. In the interval read the assignments you did in exercise 6, check them with those on the tape and repeat them. Begin with the signal.**



**Ex.8 Switch on the tape. In the interval read the following sentences, check them with those on the tape and repeat them. Begin with the signal.**

1. In the House of Commons only about  $\frac{2}{3}$  of its members have seats.
2. In the USA more than  $\frac{3}{4}$  of the population live in large cities.
3.  $\frac{4}{5}$  of the territory of Turkmenstan is occupied by the Kara-Kum desert.
4. Only a few more kilometres and we are nearly  $\frac{2}{3}$  of the way home.
5. Mountains take up  $\frac{9}{10}$  of the territory of Tajikistan.
6. The fire destroyed  $\frac{3}{4}$  of the old city.



**Ex.9 Study the example. Modify the following statements as in the example in the spaces provided.**

**Example:** Peter and John like reading. - **Both** Peter **and** John like reading.

Пётр ва Жон ўқишни ёқтиришади. - Пётр ва Жоннинг **иккови** ўқишни ёқтиришади./Пётр и Джон любя́т чита́ть. - И Пётр и Джон любя́т чита́ть.

1. They have houses in the city and in the country. ....
2. The manager and his personal assistant can take your report. ....
3. He plays the guitar and composes music. ....
4. Rustam has studied in England and in Turkey. ....
5. Our students are interested in English and French. ....
6. Big progress has been achieved in industry and agriculture. ....
7. The veto can be overridden in the Senate and the House of Representatives.  
 .....



**Ex.10 Switch on the tape. In the interval read the assignments you did in exercise 9, check them with those on the tape and repeat them. Begin with the signal.**



**Ex.11 Study the example. Complete the following statements in the spaces provided as in the example.**

**Example:** She is ... (beautiful) ... her sister. - She is **as** beautiful **as** her sister.

У описидек чиройли./Она **тажже** красива **как и** её сестра.

1. This work is ... (important) ... that work. ....
2. This book is ... (interesting) ... the film we saw last week. ....

3. Is the Uzbek language ... (difficult) ... the English language? .....
4. Is the “Tico” car ... (comfortable) ... the “Nexia” car? .....
5. There are ... (many customs) ... there are countries. ....
6. It is ... (hot) ... in the Crimea ... it is in the Caucasus. ....
7. Karim’s English is ... (good) ... Jack’s. ....
8. Usually the manager serves for .... (long) ..... the council is satisfied with his work. ....



**Ex.12 Switch on the tape. In the interval read the assignments you did in exercise 11, check them with those on the tape and repeat them. Begin with the signal.**



**Ex.13 Choose the right definition of the word “veto”, which corresponds to the content of the text.**

1. Any of various electronic systems for distribution.
2. The constitutional right or power of a ruler or legislature to reject bills passed by another branch of the government.
3. Herbs, used in perfumes, cosmetics, etc.



**Ex.14 Read the text to answer the following question :**

What is the administrative structure of Great Britain?

### **Local Government in Great Britain**

The country is divided into counties and sub-divided into districts. All the districts and counties have locally elected councils. County councils provide large-scale services: strategic planning, transport planning, highways, traffic regulations, education, consumer protection, refuse disposal, police, the fire service, libraries and social services. District councils are responsible for the further local services, such as housing, most local planning, and refuse collection.

Greater London is divided into 32 boroughs and the City of London: each borough has a council responsible for local government in its area. In the six metropolitan counties there are 36 district councils, there are no county councils.

Local councils consist of elected councillors. Councillors are usually elected for four years. In Scotland local elections are held every two years. In England and Wales each council elects its presiding officer every year. In boroughs and cities the presiding officer is normally known as the Mayor. In the city of London and some other large cities the presiding officer is known as the Lord Mayor. District councils in Northern Ireland are presided over by mayors as well. In Scotland the presiding officer of the district council of each of the four cities is called the Lord Provost.

### **Vocabulary**

<b>traffic</b>	- йўл ҳаракати /движение, транспорт
<b>refuse disposal</b>	- қолдиқларни йўқотиш /удаление мусора
<b>refuse collection</b>	- ахлат йиғиш /сбор мусора
<b>borough</b>	- ҳудуд /округ
<b>to preside</b>	- бошқармоқ, назорат қилмоқ /осуществлять контроль, руководство
<b>provost</b>	- ҳоким /мэр (шотл.)



**Ex.15 Answer the following questions:**

1. What services do county councils provide?
2. What are district councils responsible for?
3. What is the usual term of office of a councilor (in England, Scotland, Wales)?
4. Who is the presiding officer in London?
5. How is the presiding officer called in Scotland?

**Ex. 16 Read the text and say whether it is a good custom and is worth following.**

The custom of 'Weighing the Mayor' dates back late-Victorian times. Since then, the town's incoming and outgoing mayors have been publicly weighed on the evening of election day. They have been weighed on \*a tripod-mounted chair. Other councillors or officials, who want to participate in it, are also weighed. The Chief Inspector of Weights and Measures records and declares their weights. If he lost weight since the last ceremony, it is announced 'And no more'. And cheers\*\* greet it because it means that the mayor worked hard while in the office. If he put on weight, it is announced 'And a bit more'. And it means that he did his duty badly.

-----  
 \*a tripod-mounted chair – уч оёқлик стул/стул на трех ножках

\*\*cheer – ризолик ҳайқирғи / одобрительное восклицание

**Ex.17 a) Divide into groups and discuss the following:**



1. What are the common features in local government in Uzbekistan, the USA and Great Britain?
1. What are a mayor in the USA and a khokim in Uzbekistan responsible for?

**b) Share the results of discussion with the whole group.**



**Ex.18 Make up two dialogues taking into account the content of the texts you have studied in the unit:**

- a) between an American mayor and a khokim;
- b) between a city khokim and a regional khokim.



**Ex.19 (a) Draw up a diagram of the structure of the khokimiyat you work in.**

**(b) Look at the diagram of the khokimiyat you work in and say what functions each department performs.**

**(c) Say what you would do to improve the performance of the khokimiyat you work in.**



**Ex.20 Write an essay on the characteristic features of local government in the three countries mentioned and the differences between them.**

## Unit XI



**Ex.1 Switch on the tape. Listen to new words. Repeat them after the speaker twice.**

<p style="text-align: center;"><b>[e]</b></p> <p>membership represent welfare irrespective implement experience</p>	<p style="text-align: center;"><b>[ʌ]</b></p> <p>multiplicity republican just structure functioning result</p>	<p style="text-align: center;"><b>[ei]</b></p> <p>embrace maintenance base train</p>	<p style="text-align: center;"><b>[ɔi]</b></p> <p>voice joint employ</p>
<p style="text-align: center;"><b>[æ]</b></p> <p>attach activity fraction</p>	<p style="text-align: center;"><b>[ou]</b></p> <p>boasting known</p>	<p style="text-align: center;"><b>[ɔ]</b></p> <p>moral policy honour origin property opportunity</p>	<p style="text-align: center;"><b>[i]</b></p> <p>dignity assimilate liberty transition district conviction</p>

**Ex.2 Choose the word (words) with the given sound, pronounce and underline it (them).**



<p style="text-align: center;"><b>[ʌ]</b></p> <p>political stability multiplicity represent functioning</p>	<p style="text-align: center;"><b>[æ]</b></p> <p>party multi-party fraction assimilate management</p>	<p style="text-align: center;"><b>[ju]</b></p> <p>just numerous supreme deputy participate scientist unite</p>
<p style="text-align: center;"><b>[ou]</b></p> <p>significant boasting well-known drafting en-acting body social</p>	<p style="text-align: center;"><b>[ɔ]</b></p> <p>population experience community property origin develop</p>	<p style="text-align: center;"><b>[i]</b></p> <p>property maintenance movement irrespective dignity liberty</p>
<p style="text-align: center;"><b>[a:]</b></p> <p>number result recede party assist nationality servant</p>	<p style="text-align: center;"><b>[e]</b></p> <p>democratic membership dignity section welfare</p>	<p style="text-align: center;"><b>[ei]</b></p> <p>embrace structure society peace state non-party</p>



**Ex.3 Switch on the tape. Read the underlined word (words), compare it (them) with that (those) on the tape, then repeat it (them). Begin after the signal.**



### Vocabulary Introduction

**Ex.4 Learn the following words and word combinations and write down their translation.**

- multiplicity**- кўплик, кўп марта/*множественность, многократность*  
multiplicity of political parties .....  
ҳаракатлар кўплиги/*множественность движений* (movement) .....

2. **functioning** - фаолият/*функционирование*  
functioning of a democratic civil society .....  
таълим тизими фаолияти/*функционирование образовательной системы* .....
3. **threat** - таҳдид/*угроза*  
threat to stability .....  
хаётга таҳдид/*угроза жизни* .....  
аҳолига таҳдид/*угроза населению* .....
4. **internal** - ички/*внутренний*  
internal affairs .....  
ички сиёсат/*внутренняя политика* .....  
ички бозор/*внутренний рынок* .....  
ички барқарорсизлик/*внутренняя нестабильность* .....
5. **numerous** - кўп сонли/*многочисленный*  
numerous parties .....  
кўпсонлик учрашувлар/*многочисленные встречи* .....  
кўпсонлик гуруҳлар/*многочисленные группы* .....
6. **to represent** - намойиш қилмоқ/*представлять*  
to represent the Republic of Uzbekistan .....  
Ўзбекистон Олий Мажлисини намойиш қилмоқ/*представлять Парламент Узбекистана* .....  
Мустақил Давлатлар Ҳамжамиятида Республикани намойиш қилмоқ/*представлять Республику в Содружестве Независимых Государств* .....
7. **multi-party** - кўп партиялик/*многопартийный*  
multi-party system .....  
кўп партияли сайловлар/*многопартийные выборы* .....  
кўп партиялик мажлис/*многопартийный митинг* .....
8. **servant** - ишчи, хизматкор/*служащий, слуга*  
civil servant .....  
меҳмонхона хизматчиси/*служащий в гостинице* .....
9. **significant** - муҳим аҳамиятли/*значительный*  
a significant role .....  
аҳамиятли воқеа/*значительное событие* .....  
давлат тарихидаги муҳим аҳамиятли кун/*значительный день в истории государства* .....
10. **to conform to**- мувофиқлаштириш/*соответствовать*  
to conform to the constitution .....  
to conform to the law .....
11. **just** - адолатлик, тўғри/*справедливый, правильный*  
a just state .....  
адолатли суд/*справедливый суд* .....  
адолатли қонун/*справедливый закон* .....
12. **movement** - ҳаракат/*движение*  
peace movement .....  
демократик ҳаракат/*демократическое движение* .....  
оппозицион ҳаракат/*оппозиционное движение* .....
13. **welfare** - фаровонлик, хотиржамлик/*благополучие, благосостояние*  
moral welfare .....  
давлат тинчлиги/*государственное благополучие* .....



- оилавий хотиржамлик/*семейное благополучие* .....
14. **liberty** - озодлик/*свобода*  
civil liberties .....  
демократик озодлик/*демократические свободы* .....  
инсон мажбуриятлари ва озодлигининг, асосий ҳуқуқлари/  
*основные права, свободы и обязанности человека* .....
15. **dignity** - қадр-қиммат, олий жаноблик/*достоинство, благородство*  
human dignity .....  
давлат обрўси/*достоинство государства* .....  
корхона раҳбарининг обрўси/*достоинство руководителя компании*.....
16. **conviction** - эътиқод, ишонч/*убеждение, уверенность*  
political convictions .....  
ҳуқуқий эътиқодлар/*правовые убеждения* .....  
маънавий эътиқодлар/*нравственные убеждения* .....
17. **to assist** - ёрдам бермоқ/*помогать*  
to assist the Charity Foundation .....  
боғча ва мактабларга ёрдам бермоқ/*помогать школам и детским*  
*садам* .....  
ўзини ўзи бошқаришга ёрдам бермоқ/*помогать в самоуправлении*.....
18. **to implement** - бажармоқ/*выполнять*  
to implement the project .....  
давлат дастурини бажармоқ/*выполнять государственную*  
*программу* .....  
жамоа буюртмасини бажариш/*выполнять общественный заказ*.....
19. **to assimilate**-сингдирмоқ,ўзлаштирмоқ/*усваивать, ассимилировать*  
to assimilate the new laws .....  
грамматик қоидаларни ўзлаштирмоқ/*усваивать грамматические*  
*правила* .....  
иқтисодий низомларни ўзлаштирмоқ/*усваивать экономические*  
*положения* .....
20. **property** - мулк, мулкчилик/*имущество, собственность*  
a man of property .....  
all forms of property .....  
шахсий мулк/*частная собственность* .....  
давлат мулки/*государственная собственность* .....
21. **maintenance** - ёрдам, қўллаб-қувватлаш, асраш/*поддержка,*  
*содержание,обеспечение*  
a social maintenance .....  
technical maintenance .....  
молиявий ёрдам/*финансовая поддержка* .....
22. **fraction** - фракция; қисм; улүш/*фракция; часть; доля*  
fraction of deputies .....  
fraction of the Liberal Party .....  
сиёсий ҳаракат фракцияси/*фракция в политическом движении*.....
23. **to train** - ўргатмоқ, машқ қилдириш/*обучать, тренировать*  
**training** - .....  
to train the employees .....  
to arrange a training course .....

24. **scientist** - олим/ученый  
 a great scientist .....  
 лабораториямизнинг олимлари/ученые нашей лаборатории .....  
 дорилфунун олимлари/ученые университета .....
25. **to attach** - маҳкамламоқ, бирлаштирмоқ/прикреплять, присоединять  
 to attach a stamp to an envelope .....  
 to attach a document to a letter .....
26. **necessary** - зарур, муқарар/необходимый, неизбежный  
**it is necessary** - зарур/необходимо  
 It is necessary to learn English now .....  
 It is necessary to understand the principles of market economy  
 .....  
 Республика Олий Мажлисида сўзга чиқиш зарур/необходимо  
 выступить в Парламенте Республики .....



**Ex.5 Switch on the tape and check your translation of exercise 4.**

### Vocabulary Drill



**Ex.6 Choose the right variant.**

**кўп партиявий сиёсий тизим/**  
*многопартийная политическая*  
*система*  
 one-party political system  
 two-party political system  
 many parties political system  
 multi-party political system

**шаҳардан сайловчилар/**  
*избиратели от района города*  
 the constituency of the district of the city  
 the constituency of our mayor  
 the constituency of the  
 District of Columbia  
 the election campaign of the state  
 the elections in the state

**адолатли ҳуқуқий тизим/**  
*справедливая юридическая система*  
 just judicial system  
 just illegal system  
 just legislative system  
 just law  
 just decision

**ички сиёсат/**  
*внутренняя политика*  
 internal matters  
 internal issues  
 internal development  
 foreign policy  
 internal policy

**жаҳонга таҳдид/**  
*угроза миру*  
 threat to peace  
 threat to life  
 threat to the internal market  
 trouble to the world  
 dispute over the peace

**аҳамиятли кафолат/**  
*значительные гарантии*  
 significant roles  
 interesting places  
 significant guarantees  
 significant size  
 large guarantees

**кетма-кет дўк, пўписа/**  
*многочисленные угрозы*  
numerous sanctions  
multiplicity of decisions  
numerous threats  
numerous opinions  
many committees

**мамлакатнинг вакили**  
**бўлмоқ/представлять страну**  
to represent a governmental body  
to represent a company  
to represent the country  
to protect the property  
to leave the country

**жамият барқарорлиги/**  
*благополучие общества*  
welfare of society  
welfare of the company  
welfare of the family  
welfare of the people  
welfare of the bank

**ижтимоий озодликлар/**  
*социальные свободы*  
democratic liberties  
civil liberties  
social liberties  
social infrastructure  
social reforms

**инсоний қадр-қиммат/**  
*человеческое достоинство*  
human rights  
human dignity  
human development

**юқори турмуш тарзини ушлаб**  
**туриш/поддержка высокого уровня**  
*жизни*  
the maintenance of a high level of living  
the maintenance of a high level of  
development  
the maintenance of a high level of wages  
the technical maintenance legal  
maintenance

**иқтисодий эътиқод/**  
*экономические убеждения*  
political convictions  
legal convictions  
economic convictions  
local authorities  
economic changes

**федерал бюджетга боғлиқ бўлмаган**  
**ҳолда/независимо от федерального**  
*бюджета*  
irrespective of federal power  
irrespective of the family budget  
irrespective of the federal budget  
significant achievement  
irrespective of economic system

**чуқур барқарорсизлик/**  
*глубокая нестабильность*  
major instability  
deep instability  
full instability  
deep trouble  
full stability

**талабаларга ҳуқуқий фанларни**  
**ўргатиш/обучать студентов**  
*юридическим предметам*  
to train students in judicial subjects  
to train students in medical subjects  
to train the post-graduates in  
management  
to teach economics to the students  
to teach marketing to the students

**бу территория бизнинг факультетга**  
**бириктирилган/эта территория**  
*присоединена к нашему факультету*  
this territory is attached to our faculty  
this building is attached to our faculty  
this laboratory is attached to our faculty  
this department is attached to our faculty

**ҳозир иш бўйича сафарга чиқиш**  
**зарур/необходимо поехать в деловую**  
*командировку сейчас*  
It is necessary to go on a business  
trip now  
It is necessary to go on a vacation now.  
It is not necessary to go on a  
business trip now.  
It is wrong to go on a business trip now  
It is right to go on a business trip



**Ex.7 Switch on the tape. Check your translation of exercise 6.**

**Ex.8 Tick a word combination which is logically incorrect.**

- |  |  |
|--|--|
| <p>1. multiplicity of political parties<br/>multiplicity of decisions<br/>multiplicity of regions<br/>multiplicity of social infrastructures</p> <p>2. a threat to internal social stability<br/>a threat to internal social instability<br/>a threat to the world<br/>a threat to the people</p> <p>3. numerous visits<br/>numerous classes<br/>numerous presentations<br/>numerous presidents</p> <p>4. a multi-party society<br/>a multi-party structure<br/>a multi-party family<br/>a multi-party meeting</p> <p>5. welfare of the company<br/>welfare of the family<br/>welfare of the democracy<br/>welfare state</p> | <p>6. it is necessary to learn English now<br/>it is necessary to take part in the conference<br/>it is necessary to give a democracy<br/>it is necessary to give a lecture</p> <p>7. to implement the project<br/>to implement the decision<br/>to implement the conviction<br/>to implement the sanctions</p> <p>8. to assist the state<br/>to assist the Foundation<br/>to assist the company<br/>to assist the maintenance</p> <p>9. to represent the company<br/>to represent the government<br/>to represent the fraction<br/>to represent dignity</p> <p>10. to train students<br/>to train managers<br/>to train public opinion<br/>to train diplomats</p> |
|--|--|



**Ex.9 Switch on the tape and listen to the statement. When you hear a signal, decide which of these words should be used. In the interval repeat the whole statement with the right word. Check your statement with that on the tape and repeat it. Do this exercise orally.**



**Ex.10 Underline the right word.**

1. The (welfare, maintenance, fraction) of social stability in that period was the top priority.
2. Different parties (train, assimilate, reflect) the interests of different citizens.
3. (Parties, liberties, threats) are not the only organizations which unite the state and civil society.
4. All political parties and (instability, dignity, movements) have entered the political arena during the formation of the political system.
5. They must (assimilate, train, implement) all the reforms to develop the educational system.
6. Ulughbek was a great (servant, scientist, treat) of the Timurids period.
7. (Just, numerous, internal) groups of tourists visit the historical cities of Uzbekistan each year.
8. In all circumstances he always retains his (welfare, maintenance, dignity).
9. One of the aims of the World Bank is to (assimilate, assist, train) the countries which are in the transition period.
10. The state must protect private (conviction, property, scientist) of people.



**Ex.11 Tick the sentences in which the given word can be used. Put it in the correct form.**

- multiplicity**      The students were speaking about the ..... of directions in political systems of different states.  
The European Union has its own trade .....  
Great changes have taken place in our .....
- internal**            Multi-national ..... of the Republic of Uzbekistan has become the true owner of the great wealth of its native land.  
Every citizen of the Republic of Karakalpakstan is a ..... of the Republic of Uzbekistan.  
Local authorities take care of their ..... matters.
- servant**             The Institute of Public Administration provides training for civil .....  
The Central Bank controls the ..... of the banking system.  
Uzbekistan is a ..... with a great future.
- numerous**           Uzbekistan has an active ..... with other sovereign states of the Commonwealth of Independent States.  
Maintenance of open borders, free travel and exchange of information are the ..... for social and political stability of the CIS countries.  
..... actions are taken by the UN to maintain peace and stability in the world.
- irrespective of**     Uzbekistan's ..... with China and India are developing.  
..... of their past the Republic wants to have relations with the countries of Eastern Europe.  
..... with Western countries opens the path for high technology.
- to assist**            The Constitution of the United States is the central ..... of American government.  
The aim of computers is to ..... people in their work.  
The political parties are the basis of the American political .....
- movement**         The climate, culture and rich history makes ..... of tourists to Uzbekistan very pleasant.  
The ..... continues to invest in hotels, airports and transportation.  
Uzbekistan is a member of the Non-Alignment .....
- threat**                Today Uzbekistan is not only an area with big natural resources but also a large market and ..... to invest capital.  
The development of Uzbekistan proves that social, political and economic ..... is a great achievement.  
Terrorism and extremism are the main ..... to the world security.

<b>significant</b>	Statistics show that today a ..... number of Uzbeks live both inside and outside Uzbekistan. 24.4% of the ..... population of Tadjikistan are Uzbeks. 13.8% of the whole ..... in Kirghyzstan are Uzbeks.
<b>property</b>	The state must protect private ..... Leasing is a new ..... of business operations. Uzbekistan has a young class of .....
<b>necessary</b>	Uzbekistan is a ..... of the CIS Inter-governmental Ecological Centre. It is ..... to talk about the Amir Timur's empire at the conference today. The Republic of Uzbekistan has economic ..... with many countries of the world.

**Ex.12 Switch on the tape. Read your sentence from exercise 11, compare it with that on the tape, then repeat it. Begin after the signal.**



**Ex.13 Switch on the tape. Listen to the statement. In the interval interpret it into English, check it with that on the tape and repeat it.**



**Ex.14 Choose the right variant and tick it.**

- Тоталитар жамиятидан демократия жамиятига ўтиш вақтида сиёсий барқарорлик керак.** /В переходный период от тоталитарного общества к демократическому, необходима политическая стабильность.  
In the transition period from a totalitarian to a democratic society, political stability is not necessary.  
In the transition period from a totalitarian to a democratic society, economic stability is necessary.  
In the transition period from a totalitarian to a democratic society, political stability is necessary.
- Ижроя Қўмитаси ҳар бир гуруҳ аъзоларидан сайланади.** /Исполнительный Комитет избирается из членов всех фракций.  
The Executive Committee is elected from members of all fractions.  
The Legislative Committee is elected from members of all fractions.  
The Executive Committee is not elected from members of all fractions.
- Давлат ислоҳатларни ривожлантиришда муҳим ўрин тутди.** /Государство занимает значительное место в развитии реформ.  
The state takes the first place in the development of reforms.  
The state takes a significant place in the development of reforms.  
The state doesn't take the first place in the development of reforms.
- Инсон ўзлиги Конституция қонунлари билан ҳимояланади.** /Достоинство каждого человека защищено Конституцией Республики.  
The dignity of every man was protected by the Constitution of the Republic of Uzbekistan.  
The dignity of every man is protected by the Constitution of the Republic.  
The law protects the dignity of every man.

5. **Бугунги кунда Ўзбекистон ўзининг тажрибали мутахасислари билан Марказий Осиёда катта илмий марказдир.** /*Сегодня Узбекистан - большой научный центр в Центральной Азии с высоко квалифицированными специалистами.*

Today Uzbekistan is a big commercial centre in Central Asia with highly qualified specialists.

Today Uzbekistan is a big scientific centre in Central Asia with highly qualified specialists.

Today Uzbekistan is not a big economic centre in Central Asia with highly qualified specialists.

6. **Республикада янги маҳаллий бошқариш тизими ўз ишини кўрсатмоқда.** /*Новая система местного управления функционирует в Республике.*

A new system of economic government is functioning in the Republic.

A new system of central government is functioning in the Republic.

A new system of local government is functioning in the Republic.

7. **АҚШда асосан иккита сиёсий партия мавжуддир.** /

*США имеют только две основные партии.*

The USA has only two main parties.

The USA has not numerous parties.

The USA has numerous parties.

8. **XXI аср жаҳонга демократик эркинликлар олиб келиши керак.** /

*XXI век должен принести демократические свободы во всем мире.*

The twenty first century will have to bring democracy to the whole world.

The twenty first century is bringing democracy to the states of the world.

The twenty first century has to bring democratic liberties to the whole world.

9. **Дунёнинг 25 та энг бой давлатларнинг фаровонлиги жуда юқори.** /

*Благосостояние 25 самых богатых стран мира очень высокое.*

The welfare of 25 countries of the world is very high.

The welfare of 25 developed countries in the world is very rich.

The welfare of 25 richest countries of the world is very high.

10. **Кенг қўламли социал табақа жамоалари замонавий маданият ва миллий класикани ўзлаштириш имкониятларига эга.** /*Широкие слои общества имеют возможность усваивать национальную классику и современную культуру.*

Wide sections of society have opportunities to assimilate national classics and modern culture.

Some sections of society have opportunities to assimilate national classics and modern culture.

Wide sections of society do not have opportunities to assimilate national classics and modern culture.

**Ex.15 Construct and write down sentences using the following words.**

**You can construct more than one sentence.**

1. Encourages, the, organizations, women's, state, of, formation, youth, and, the .....

2. the, provides, Constitution, for, system, a, courts, economic, of.  
.....

3. between, the, is, principles, based, democracy, cooperation, parties, on, of.  
.....  
.....

4. the, Uzbekistan, continue, France, of, political, scientists, to study, system.  
.....  
.....

5. region, the, in, is, threat, to, a, life, peaceful, instability.  
.....
6. a, state, just, to construct, made, possible, it, Independence,  
Uzbekistan, for .....
7. to build, future, own, our, with, it, necessary, is, hands.  
.....
8. state, must, property, protect, the, private. ....
9. the, Uzbekistan, of, the, names, of, people, great, East, scientists,  
honour, of, the. ....
10. is, to train, these, in, London, task, our, specialists.  
.....



**Ex.16 Switch on the tape. Read the sentence you have constructed. Compare your sentence with that on the tape and repeat it. Begin with the signal.**

**Ex.17 Write the verbs given in the brackets in the Passive Voice (Past Indefinite). Interpret the sentences.**

1. The border between these states ..... (to make) at the end of the last century.
2. As my table ..... (to break), I had to buy a new one.
3. The summit ..... (to hold) in Tashkent three months ago.
4. This project ..... (to implement) with the help of French specialists.
5. The delegates to the conference ..... (to assist) by the local khokimiyat to get accommodation in this hotel.
6. That man is a good economist. He ..... (to train) at Harvard University in the USA last year.
7. My friend represents the National Bank of the Republic. He ..... (to offer) an interesting job at the Asian Bank during the talks yesterday.
8. Our school has got many friends among businessmen. Last year the school ..... (to assist) by the Republican Charity Foundation.
9. She is a very good teacher. So, all new grammar rules ..... (to learn) by us during a short period of time last term.
10. That was a joint project with German specialists. It ..... (to implement) in time.



**Ex.18 Switch on the tape. Read your sentence and compare it with that on the tape, then repeat it. Begin with the signal.**

### Reading Comprehension



**Ex.19 Read the text to find the answers to the following questions:**

1. What political parties are there in Uzbekistan?
2. Why is it necessary to have many political parties and movements in a democratic civil society?

### **Political Parties in Uzbekistan**

A multiplicity of political parties is necessary for a democratic civil society. Therefore after gaining independence a multi-party system has been developed in Uzbekistan. Today political parties express the political will of various groups of population and participate in the formation of state authority through their democratically elected representatives.



Currently, there are a few political parties in Uzbekistan. Their activities conform to the Constitution of the Republic of Uzbekistan though they have their own programmes and charters. Each party has its deputy group (fraction) in the parliament. All parties have primary organisations in all regions, cities and districts in Uzbekistan, and in the Republic of Karakalpakstan.



The 'Adolat' (Justice) Socio-Democratic Party was founded in 1995. The basic objective of the party is to strengthen independence of the country, to accelerate economic and political reforms, and to create democratic legal and civil society, which complies with common interests of all the people living in Uzbekistan.



The People's Democratic Party of Uzbekistan was formed in 1991. The re-registration of the party carried out in January-June 2006. The main objective of the party is material and spiritual well-being of the working people. The party aims to ensure equal opportunities for all the people, constitutional rights and civil liberties, to protect peaceful life of the people, regardless their nationality, social background, political and religious beliefs. The party is interested in establishing a strong state, based on the principle of the rule of law.



In 1995 the 'Milliy Tiklanish' (National Revival) Democratic Party was formed. The party united intellectuals, entrepreneurs, students and other young people, representatives of villages, who shared the interests of the nation and supported the activities of the party. The motto of the party was: "National revival and national unity - our principal objective".



At the end of 1998 a new political party - the 'Fidokorlar' National Democratic Party was founded. The party mainly supported the interests of the young and entrepreneurs. The FNDP was a political organization, formed on the basis of unity of views, interests and objectives of its members. The prime mission of the party was to strengthen a democratic state, based on a free market economy, and

to raise the living standards of the population.

In 2008 the 'Milliy Tiklanish' Democratic Party and the 'Fidokorlar' National Democratic Party united as they have a similar platform and common tasks. Now the name of the united party is the 'Milliy Tiklanish' Democratic Party.



In 2005 the Uzbekistan Liberal Democratic Party was founded. The party is a national political organisation that expresses the interests and political expectations of proprietors, representatives of a small-sized business, entrepreneurs and businessmen, farmers, inventors,

scientists, representatives of public organisations, and all the citizens striving for prosperity of the nation. The main tasks of the party are as follows: to assist the modernisation of the country and stable development of economy, to provide free entrepreneurship and to deepen market reforms.

### Vocabulary

<b>to conform</b>	- мувофиқлаштирмақ / <i>соответствовать</i>
<b>firm</b>	- мустаҳкам / <i>прочный</i>
<b>revival</b>	- тикланиш / <i>возрождение</i>
<b>to strive</b>	- интиломақ / <i>стремиться</i>
<b>prosperity</b>	- фаровонлик / <i>процветание</i>

**Ex.20 Answer the following questions.**

1. When were the political parties founded in Uzbekistan?
2. Whose interests do they represent?
3. What objectives do the parties have?
4. Why did the 'Fidokorlar' National Democratic Party and the 'Milliy Tiklanish' Party unite?
5. What political movements are there in Uzbekistan?



**Ex.21 Switch on the tape. Listen to the statement. Decide whether it's "true" or "false", compare it with that on the tape, repeat it.**

**Example: you hear** - *Democracy is based on the principle that government functions to serve the people*

**you say** - *Yes, it's true. Democracy is based on the principle that government functions to serve the people*

**you hear** - *Individuals have no right to associate freely and to organise themselves into different non-governmental groups within a democratic society.*

**you say** - *No, it's false. Individuals have right to associate freely and to organise themselves into different non-governmental groups within a democratic society.*



**Ex.22 Switch on the tape. Respond to the following statements as in the example. Check your answer with that on the tape, repeat it.**

**Example: you hear** - *Is special attention paid to social problems by the state during the period of implementation of democratic reforms and transition to market relations?*

**you say** - *Yes, it is. Special attention is paid to social problems by the state during the period of implementation of democratic reforms and transition to market relations.*

**you hear** - *Are new parties and movements founded in the Republic of Uzbekistan?*

**you say** - *Yes, they are. New parties and movements are founded in the Republic of Uzbekistan.*



**Ex.23 Switch on the tape. Listen to the sentence and interpret it. Check your interpretation with that on the tape. Do this exercise orally.**



**Ex.24 Read the text to find the answers to the following question:**

What state may be called a democratic state?

**Democratisation of Political System**

The political system of the Republic of Uzbekistan is based on the idea of building an independent state with great future. This is a society, in which all civil and human rights and freedoms of the individual are observed, peace is kept, and the people enjoy growing opportunities for development.

The new country has appeared on the world map and its priorities are to establish a free democratic society and to develop a market economy. After rejecting its totalitarian past, the Republic has actively developed democratic forms of government. The Constitution of Uzbekistan, which was adopted in 1992, is the guarantor for the chosen path of development.

Since the first days of its independence, Uzbekistan put the person and his interests in the centre of all reforms and renovations and is constantly supported by the work of the Ombudsman, and other public associations. Since the first steps of its formation, the young society has been an active participant in the world development. President Islam Karimov always stresses that “Peace in your neighbour’s house is peace in your own house”.

The political system should respond to the needs, preferences and choices of the individual, and modify its course in conformity with them. Only such a political system will have complete democratic legitimacy.

Uzbekistan's political system aims to achieve productive interaction of all constructive political forces within a strong system of state authority. The basis for political strategy of independent Uzbekistan is expressed in the President’s words: “from the strong state to the strong civil society”.

Uzbekistan has chosen the path of creation of a democratic state and civil society, and the country is trying to achieve this goal firmly and purposefully.

### Vocabulary

- to observe** - риюя этмоқ / *соблюдать*  
**renovation** - янгилашиш / *обновление*  
**legitimacy** - қонунийлик / *законность*  
**to achieve** - эришмоқ / *достигать*  
**firmly** - мустаҳкам / *твердо*  
**purposefully** - мақсадга мувофиқ / *целенаправленно*

### Ex.25 Answer the following questions.

1. What is the main idea of the governmental policy in the Republic of Uzbekistan?
2. What is the guarantor of development of the state?
3. What should the political system conform to?
4. What do the words “from the strong state to the strong civil society” mean?



**Ex.26 Switch on the tape and listen to the statement. When you hear a signal, find the missing word (words). In the interval, repeat the whole statement. Check your statement with that on the tape. Do this exercise orally.**



**Ex.27 Switch on the tape. Listen to the sentence. Try to understand it and repeat it.**



**Ex.28 Read the definition, find the word or word combination in the box, which correspond to it. Write down this word or word combination in the spaces provided.**

maintenance, freedom, convictions, property, welfare,  
state, dignity, scientist, civil servant, fraction, threat

1. an amount of things which are private and nobody can take them without permission .....
2. a person who knows much and in detail .....
3. a part of the whole .....
4. a person who works in a department of state .....
5. a state which takes care of everything (money, health, career) .....
6. the desire of one person to cause harm or damage to another .....
7. the state in which a person can make a decision or act irrespective of anybody else .....
8. the positive qualities of any person .....

9. the ideas and views belonging to one person only .....
10. financial or technical help .....



**Ex.29 Write down in the brackets the meaning of the words given in bold.**

1. The basic goals of democratisation of the state and society **are maintained** (.....) by the reforms in the Republic.
2. The transition to a free-market economy which meets the interests of the people and provides state protection for the most **vulnerable** (.....) members of the population - is the main objective of the **internal** (.....) policy of the Republic.
3. The educational project **was implemented** (.....) with the help of foreign partners.
4. The Charity Foundation **assisted** (.....) his family in getting an apartment.
5. It **is necessary** (.....) to organise a conference on this issue.
6. The United States is the first country which has opened its embassy in Tashkent and is now **assisting** (.....) Uzbekistan in many branches of the economy.
7. It **is necessary** (.....) to say that Amir Timur went down in history as a great statesman and famous military commander.
8. Amir Temur's capital - Samarkand - was one of the **significant** (.....) cultural, **scientific** (.....) and trade centres of that time.
1. Tashkent markets **provide** (.....) **trade service** (.....) and are also places of special interest for tourists who always like to visit them.



**Ex.30 Switch on the tape. Listen to the speaker. Write the dictation.**



**Ex.31 Switch on the tape and check your knowledge of the words and expressions given in exercise 4 of the Unit.**



**Ex.32 Speak about political parties and movements in the Republic of Uzbekistan.**

## UNIT XII

**Ex.1 Scan the text for the answer to the following question.**



What are the major political parties in the USA?

### Political Parties in the USA

Political parties are organized groups of people who share ideas about how a state should be governed and who work together to have members of their group elected in order to influence the governing of the state.

Over time the USA has developed a two-party system. The two leading parties are the Democrats and the Republicans. The Democratic Party was formed in the late 1820s. The Republican Party was organised in 1854. Both parties compete for the votes of the American electorate. When members of a political party form a majority in Congress, they have powers to decide what laws will be passed. The Democrats and the Republicans have different ideological orientations. Yet the parties are really quite similar in ideology. They both support capitalism, that is, both are against government ownership of the means of production.

Both parties have their supporters. Most voters are loyal\* to one or the other of the major parties. But there are conservative

Democrats, who agree with many Republican ideas, and liberal Republicans, who agree with Democratic ideas. In some states, voters prefer the Republicans, while voters in other areas prefer the Democrats. When one party regularly has support from most of the voters, it is called the majority party; the other is called the minority party. Over 90 percent of Americans say they vote for the person, not the party.

Most Americans today consider the Democratic Party the more liberal party. By that, they mean that Democrats believe the federal and the state government should provide social and economic programmes for those who need them: the poor, the unemployed or students who need money to go to college. A primary concern of the Democratic Party has always been the struggle for social equality. The Republicans believe that many payments are too costly for the taxpayers\*\*. They place more emphasis on individual liberty, private enterprise, limited and effective government, personal responsibility and strong security.

Americans think of the Republican Party as more conservative. People who have lower incomes, less education, less prestigious occupations think of themselves as Democrats more than Republicans. The cultural factors, religion and race have even sharper differences between the parties. Women are more Democratic than men. Studies show that about half the citizens in the US adopt their parents' party. But the youngest group of voters wants to be independent. Citizens find their political niche\*\*\*, and they stay there.

There are other, smaller parties in the United States besides the two major parties. None of these smaller parties has enough popular support to win a presidential election, but some are very strong in certain cities and states. When third-party candidates win they usually win office at local or state level. Since the two-party system was established, no minor-party candidate has won the presidency.

\*loyal [ˈlɔɪəl] - вафодор/преданный, верный

\*\*taxpayer – солиқ тўловчи / налогоплательщик

\*\*\*niche – жой, ўрин / ниша



**Ex.2 (a) Study the following example with the pattern  
to have+noun+PII**

**Change the sentences followed using this pattern.**

**Explain the difference between each pair of the sentences.**

**Note:** This pattern can be used after the verbs “to have”, “to get”, “to want”.

**Example:**

1. I want to make a new suit. - I want to have a new suit made.	1. Мен янги куйлакни тикишни хохлайман. - Менга янги куйлакни тикиб беришларини хохлайман./Я хочу сшить новый костюм. - Я хочу, чтобы мне сшили новый костюм.
2. I must get the house built.	2. Менга уйни куриб беришлари шарт (Мен уйни курилган холатда кабул қилиб олишим шарт)./Мне должны построить дом (Я должен получить дом построенным).
3. She had her letter posted.	3. Унинг (унга) хатини юборишди./Её письмо отправили.



**Ex.2 (b) Convert the following statements into the ones like in the models in ex. 2 (a).**

1. I want to cut my hair. ....
2. I must repair my watch. ....
3. He reserved a ticket in advance. ....
4. The manager sent a letter by air mail. ....
5. We must pack our suitcases as quickly as possible. ....
6. The secretary photocopied all the necessary documents. ....
7. They wanted to elect their candidate to Congress. ....



**Ex.3 Switch on the tape. When you hear a signal read the statement you have modified in exercise 2 (b) and check it with that on the tape.**



**Ex.4 Choose the right variant and complete the statement in the spaces provided.**

1. A party is .....
  - a) people who discuss their ideas about politics.
  - b) a group of people with the same political ideas.
2. If a majority of people vote for you, you will have at least ..... of the votes.
  - a) 51 percent
  - b) 49 percent
3. A candidate is a person who ..... an election.
  - a) wants to win
  - b) wins
4. Major US parties compete for the electorate, i.e. ....
  - a) a person who is qualified to vote
  - b) all those who are qualified to vote
5. The minority party is .....
  - a) a party with a smaller number of votes
  - b) a religious group smaller than a controlling group in a community



**Ex.5 Switch on the tape. When you hear a signal read the statement you have completed in exercise 4 and check it with that on the tape.**



**Ex.6 Complete the following sentences using the required words from the box.**

nominate, majority, compete, influence, to set up, social security, winning, has established, power, supporters

1. A group of people from different countries is going ..... a joint venture.
2. Uzbekistan ..... diplomatic relations with many states.
3. The Constitution specifies exactly what ..... the central government has and what power is reserved for the states.
4. .... parties have ..... among a wide variety of Americans and embrace a wide range of political view-points.
5. Political parties ..... candidates for election to public office.
6. Candidates from a third party have little chance of ..... office.
7. The number of third parties that ..... in elections is less important than the total number of voters.
8. The party which has support from most of the voters is called the ..... party.
9. The region where people live, their education, religion, and other factors ..... their party identification.
10. The government established a ..... programme for retired and disabled people.



**Ex.7 Switch on the tape. When you hear a signal read the statement you have completed in exercise 6 and check it with that on the tape.**

**Ex.8 Study the following verbs.**



**to divide** - to break up into parts: *We divided the pie into 8 pieces.*

**to separate** - to set or keep apart: *We separated the good vegetables from the bad ones.*

**to share**- to use something together: *as to share one's lunch, joys, opinions; etc.*

Note: *We say that we share opinions when we mean that we are of the same opinion. We say that opinions were divided when we mean that they were different.*

*Example: I share your opinion on the problem of social security.  
Opinions were divided about our new director.*

**REMEMBER!**  
**to divide smth into, between, among**  
**to share smth with someone**



**Ex.9 Complete the statements using the required verb in a required form from the box in the spaces provided.**

*to divide, to share, to separate*



1. Our manager's secretary ..... the room with a receptionist.
2. You'd better ..... your department into four sections.
3. Voters in most states ..... between the Republicans and the Democrats.
4. The State of Hawaii ..... from the continental part of the USA.
5. Partnerships have both advantages and disadvantages as partners ..... profits and losses.
6. There is some news I wish ..... with you.
7. The Atlantic Ocean ..... Europe from Asia.
8. The clerical work in our office ..... between a personal assistant of the manager and his secretary.
9. Unfortunately I don't ..... your opinion about our new partners.
10. They ..... everything - joys and sorrows, successes and failures



**Ex.10 Switch on the tape. When you hear a signal read the statement you have completed in exercise 9 and check it with that on the tape.**

**Ex.11 In the box below suffixes and a prefix are given that can be used with the stem "employ" to form new words. Write the correct word which suits the definition given below.**

-er -ee -ment -ed un-

1. A person who has no job: .....
2. A person, a company that hires persons to work: .....
3. A person hired by another person or by a company: .....
4. The average number of people in a country who are out of work: .....
5. The kind of agency which helps people find jobs: .....



**Ex.12 Switch on the tape. When you hear a signal read the word you have used in exercise 11 and check it with that on the tape.**



**Ex.13 Complete the sentences choosing the required word from the box.**

to employ, employee, employer, employment, unemployment, unemployed

1. Old industries ..... fewer and fewer people. This is one of the reasons for high .....
2. In many industries, ..... are often laid off in bad times.
3. The specific feature of Japanese companies is lifetime .....
4. Japanese ..... want the people they hire to sign a long-term contract.
5. If people are ..... they don't get a salary.
6. In the 19th century factory owners ..... whole families.
7. If an ..... breaks the rules, he or she may be dismissed.



**Ex.14 Switch on the tape. When you hear a signal read the statement you have completed in exercise 13 and check it with that on the tape.**



**Ex.15 People decide who to vote for for different reasons. Put the reasons below in order from the most important for you (write 1) to the least important (write 9). Add something else that is important to you and is not mentioned here. Explain your reasons to your partner.**

<i>I vote for a candidate:</i>	
a) who is highly qualified	.....
b) whose ideas I share	.....
c) who is religious	.....
d) who has a good family	.....
e) who is honest	.....
f) who has experience in working in government	.....
g) who is a good person	.....
h) who is a strong leader	.....
i) who can easily settle problems	.....



**Ex.16 Find in the text the definition of the word “party”. Give other definitions of the word.**



**Ex.17 Answer the following questions:**

1. When were the major political parties formed in the USA?
2. What party is called the majority party?
3. What party is called the minority party?
4. What factors influence the people's choice of a party?
5. Why do people consider the Democratic Party more liberal?
6. Why do Americans consider the Republican Party more conservative?
7. What party is in power in the USA now?



**Ex.18 Read the text and answer the following questions:**



1. What are the symbols of the Democratic and Republican Parties?
2. How were they created?
3. What do you understand by populist views?



“Let the people rule” was the slogan of Andrew Jackson, a Democrat, during his run for presidency in 1828. His opponents were frightened by his slogan and labelled him a “jackass”\* for his populist views. A Jackson adopted the donkey on campaign posters. Although never officially adopted, the donkey has been the symbol of the Democratic Party since the mid 1800s. The symbol of the elephant for the Republican Party was created by Thomas Nast, a famous illustrator and caricaturist. In 1874, a rumour that animals had escaped from New York City Zoo coincided with worries that the Civil War hero general Ulysses S. Grant would run for presidency for the third time. T.Nast chose an elephant to represent the Republicans because elephants were clever and controlled when calm, and unmanageable when frightened.



-----  
**Note:** \*a jackass means a male donkey or a stupid person.



**Ex.19 Choose the definition of the word "niche", which corresponds to the content of the text.**

- a) place or position particularly suitable for a person
- b) the particular role of an individual organization in its community and its environment
- c) hollow in a wall, as for a vase or a statue



**Ex.20 Which of the following statements do you think the writer of the text would agree with? Prove your statement if you think he would not.**

1. Mostly rich candidates are elected.
2. The present system of elections in the USA is not a good one.
3. A multi-party system is more preferable.
4. People with less money and less education have more chances of being elected.
5. Older voters are more conservative in their preferences than younger voters.
6. Religious and sex factors do not influence people's party identification.



**Ex.21 Discuss with your partner factors which influence people's party identifications.**



**Ex.22 Scan the text to answer the following questions:**

1. What are the main political parties in Great Britain?
2. What is the principle for forming the government?

**The Political Party System in Great Britain**

For the last 150 years a mainly two-party system has existed in Great Britain. Since 1945 either the Conservative Party, which was formed in 1867, or the Labour Party has been in power. The Labour Party emerged in 1900 as the Labour Representative Committee. Since 1906 its name is the Labour Party. The party which wins most seats at a general election, or which has the support of a majority of members in the House of Commons, usually forms the Government. By tradition, the king or queen asks the leader of the majority party to form a government.

The largest minority party becomes the official Opposition, with its own leader and 'shadow cabinet'. The effectiveness of the party system in Parliament rests on the relationship between the Government and the opposition parties. The aims of the Opposition are to contribute to the formation of policy and legislation by constructive criticism and to put forward its own policies in order to improve its chances of winning the next general election.

Outside Parliament, party control is carried out by the national and local organisations.

There is a system of debate in the British Parliament. Every subject starts off as a proposal by a member. After debate the Speaker asks the members whether they agree with the proposal or not. The questions may be decided without voting, or by a simple majority vote.

The Speaker supervises voting in the House of Commons and announces the final result. The voting procedure in the House of Lords is similar.



**Ex.23 Answer the following questions.**

1. What does the effectiveness of the party system in the Parliament rest on?
2. What are the aims of the Opposition?
3. How is party control carried out?
4. How are laws adopted in the Parliament?
5. What party is in power now?
6. What political parties are there in Uzbekistan?
7. What programmes do they have?

## **Иқтисодиёт йўналишидаги инглиз тили материаллари – “Манбалар” тўплами (Resource Book). Units 11-14.**

### **ENGLISH FOR MARKET ECONOMY.**

**A.A. Ismailov, V.A. Fyodorov, A.O. Morozova,  
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Таклиф этилаётган иқтисодиёт йўналишидаги куйи-ўрта босқич талабалари учун мазкур материаллар кундалик инглиз тили компьютер лингафон курсига мувофиқлаштирилган холда яратилган ва уни иқтисодиёт йўналишидаги мавзу ва атамалар билан тўлдиради. Шу билан бир қаторда, ушбу материаллар мустақил ҳам ишлатилиши мумкин.

Материаллар 3 бўлим (“Unit”)дан иборат. Унда таянч вазифасини Бозор иқтисодиётига оид матнлар ўтайди. Бу эса нафақат шу соҳа мутахассисларига, балки hozirги пайтда бозор иқтисодиёти шароитида яшовчи ҳар бир инсонга зарур манба ҳисобланади. Шунинг учун, бу материаллар мазкур босқич даражасида инглиз тилини ўзлаштирган барча талабаларга таклиф этилиши мумкин - академик лицей ва касб ҳунари коллежлардан тортиб олий ўқув юртиларидаги талабаларигача.

Материаллар замонавий технологияларга таянган холда таҳсил жараенини нафақат синф шароитида, балки синфдан ташқари шароитида ҳам ташкил этиши мумкин. Бунда, албатта, манбаъни ўзлаштириш тарзи анча тезлашади. Материалларнинг замонавий технологияларга таянганлиги ўзлаштиришни мустақил, ўқитувчига мурожат қилмасдан ташкил этиш учун имкониятлар яратади.

Манбаълар китоби (Resource Book) материалларнинг асосини ташкил қилади. Унда мутахассисликка оид матнлар, грамматик қоидалар ва ёзма бажарилишни талаб этмайдиган машқлар келтирилган. Ёзиш ёки бошқа турдаги қоғозда бажарилишни тақозо этадиган фаолият билан боғлиқ бўлган машқлар эса фақат машқнинг рақами, қандай турдаги фаолият эканлиги ҳақидаги белги (лингафон, компьютер ёки қаламнинг расми) ва бу турдаги машқ иш дафтарида бажарилиши ҳақидаги белги (WB) билан келтирилади.

Иш дафтарида (Work Book) ёзиш ёки белгилашни тақозо этадиган машқлар берилган. Иш дафтаридаги манбаълар китобдан алоҳида чоп этилиши ўқитиш жараенини интенсификатириш ва айрим машқларнинг табиати билан боғлиқ.

Талабаларнинг мустақил иш фаолияти учун кенг имкониятлар яратилганлиги муносабати билан, мазкур материалларни мустақил ўқиш тавсия этилади. Ўқитувчи аудиторияда тил тизимига янги, кундалик инглиз тили материалларига кирмаган тил структурасига оид материалларни тушунтириш ва якуний билим ва кўникмаларини назорат қилишга имконият яратадиган фақат маълум бир машқларни бажаришга вақт ажратиши мумкин.

## UNIT XI PHONETIC DRILL



**Ex.1 Switch on the tape. Listen to a new word or word combination. Repeat it after the speaker twice.**

**Words:** `evident, `borrow, `major, `debt, `bind, ex`pansion, `frequent, `frequently, `separate(adj), `sepa`rate(v)

**Word combinations:** be in ag`reement with, to raise a loan, to be bound to `suffer, major `industries, ex`pansion of the `currency, to in`herit a `fortune, `assets and lia`bilities

### Vocabulary Introduction



**Ex.2 (WB)**

**Ex.3 Switch on the tape and check your translation of ex. 2.**

### Vocabulary Drill



**Ex.4 (WB)**



**Ex.5 Switch on the tape. Check your translation of exercise 4.**



**Ex.6 Switch on the tape. After each signal you will hear a Russian word combination. Pronounce its English translation, compare it with that on the tape, then repeat it.**



### Grammar Introduction

**Ex.7 (a)**

#### WHEN and IF clauses

Вақт ва шарт эргашган қўшма гапларда келажак иш харакатларнинг ифодаланиши.

*Выражение будущего действия в придаточных предложениях времени и условия.*

Қуйидаги гапларни ўқинг. / *Прочитайте следующие предложения.*

1. I will go with him there tomorrow.

1. Мен эртага у билан у ерга бораман./*Я пойду с ним туда завтра.*

2. He works at the Academy.

2. У Академияда ишлайди./*Он работает в академии.*

3. We shall go to the Academy tomorrow if he comes.

3. Биз эртага Академияга борамиз, агар у келса./*Мы пойдём завтра в академию, если он придёт.*

4. We shall go to the Academy when he comes tomorrow.

4. У эртага келганда, биз академияга борамиз./*Когда он завтра придёт, мы пойдем в академию.*

5. We shall not go to the Academy tomorrow until he comes.

5. У эртага келмагунча биз академияга бормаймиз./ Мы не пойдём в академию, пока он не придёт завтра.

6. We shall be in the Academy tomorrow before he comes.

6. У эртага келгунча биз академияда белаимиз./ Завтра пока он придёт мы будем в академии.



### Ex.7 (6) (WB)



### Ex.7 (B) Қуйидаги қондани ўқинг ва ёдда сақланг./ Прочитайте и запомните следующее правило.

Пайт ва шарт эргаш гапли қўшма гапларда “**when**”, “**after**”, “**before**”, “**till**”, “**untill**”, “**as soon as**”, “**unless**”, боғловчиларидан сўнг келажак иш ҳаракатини ифодалашда келаси ноаниқ замон шакли ўрнига ҳозирги ноаниқ замон шакли ишлатилади.

Форма настоящего неопределённого времени используется для выражения будущего действия в придаточных предложениях времени и условия после союзов **when** – когда; **after** – после того, как; **before** – до того, как; **till** – пока, до тех пор; **untill** – пока, до тех пор пока не; **as soon as** – как только; **unless** – если не; **if** – если.



### Ex.8 (WB)



Ex.9 Switch on the tape. Listen to an Uzbek/Russian statement and translate it into English. In the interval check your answer with that on the tape.



### Ex.10 (WB)



Ex.11 Switch on the tape. Read your sentence from exercise 10, compare it with that on the tape, then repeat it. Begin after the signal.



### Ex.12 (WB)



Ex.13 Switch on the tape. Read your sentence from exercise 12, compare it with that on the tape, then repeat it. Begin after the signal.



### Ex.14 (WB)



Ex.15 Switch on the tape. Check your translation of ex. 14.

## Reading Comprehension



**Ex.16** Switch on the tape. Read the text together with the speaker.

### Advantages and Disadvantages of Types of Proprietorship

The sole proprietorship is the most common type of ownership in many countries. One of the advantages of a sole proprietorship is that an owner can make decisions quickly without consulting others. The sole proprietorship is well adapted to many kinds of small businesses. It suits the temperament of many persons. But it is evident that the sole proprietorships don't do the greatest volume of business. There are disadvantages of this form of business organization. Since the sole proprietorship is dependent upon the amount of money, the owner can save or borrow this capital. And the sole proprietorship also ends with the incapacity or death of the owner. But sometimes the assets can be inherited by a person, then he or she may become the operator of this type of ownership. Usually it doesn't develop into a large-scale enterprise.

A partnership is also considered to be one of the most common types of ownership in many countries. Partnerships have more advantages than sole proprietorships. They are easy to form and often get tax relief from the government. One partner may be qualified in production, another in marketing. One major disadvantage of the partnership is that each member is liable for all the debts of the partnership. If one takes a large amount of money from the business and spends it, the other must pay the debt. Another major disadvantage of this type is decision making. If partners have serious and constant disagreements, the business is bound to suffer.

The corporate form of business is a more flexible instrument for large-scale economic activity than sole proprietorship or partnership. Firstly, it attracts more financial resources and capital. It can invest in plants, equipment and research. Secondly, a corporation can offer higher salaries and thus attract talented managers and specialists. The corporate business organization has drawbacks as well as advantages. One disadvantage relates to taxation. As a separate legal enterprise the corporation must pay taxes. When the corporation passes along profits to individuals in the form of dividends, the individuals are taxed again on these dividends.



**Ex.17 (WB)**



**8 (WB)**

**Ex.19** Switch on the tape. Check your answers with that on the tape.



**Ex.20 (WB)**



**Ex.21 (WB)**



**Ex.22 Answer the following questions. Work in pairs.**

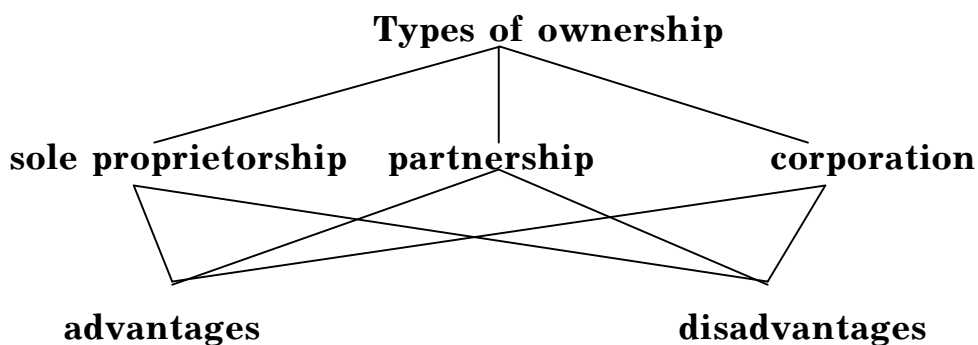
1. What is ownership?
2. What do you know about types of ownership?
3. What is the difference between a partnership and a corporation?
4. What are the advantages of a sole proprietorship (partnership, corporation)?
5. What are the disadvantages of all types of ownership?
6. Who can own a sole proprietorship (partnership)?
7. What is the owner responsible for?
8. Does a sole proprietorship usually develop into a large-scale enterprise?



**Ex.23 You want to set up and start your business activity. What type of ownership will you choose if you start your business activity? Discuss it with your friends. In your discussion pay attention on the "Advantages and Disadvantages of Different Types of Ownership".**



**Ex.25 Speak about different types of businesses. Use the chart.**





## UNIT XII

### Phonetic Drill



**Ex.1 Switch on the tape. Read the word (word combination). Check your reading with that on the tape, repeat after the speaker.**

item	purchase
fall	identical items
clearing	market clearing price
ability	buy more if prices are lower
balance	price of a particular product



**Ex.2 Switch on the tape. Listen to a new word (word combination). Repeat it after the speaker two times.**

amount	[ə'maunt]	technology	[tek'nɒlədʒi]
quality	['kwɒliti]	identical	[ai'dentikl]
quantity	['kwɒntiti]	capability	[,keɪpə'biliti]

increase (v) [in'kri:z] - increase (n) [in'kri:s]

decrease (v) [di'kri:z] - decrease (n) [di'kri:s]



### Vocabulary Introduction

**Ex.3 (WB)**



**Ex.4 Switch on the tape. Check your translation of exercise 3.**



**Ex.5 (WB)**



**Ex.6 Switch on the tape. You will hear an Uzbek (Russian) word-combination. Pronounce its English version, compare it with that on the tape, repeat the right version. Begin after the signal.**

### Grammar Introduction



**Ex.7 (a) Гапларни ва уларнинг таржималарини ўқинг. «-ing» кўшимчаси бор сўзларнинг таржимасига эътибор беринг./ Прочитайте предложения и их переводы на узбекский/русский языки. Обратите внимание на переводы слов, в которых использован суффикс «-ing».**

1. Where is Jim? - He **is reading** a book in the library.  
1. Жим қаерда? - У кутубхонада китоб **ўқияпти.**/Где Джим? - Он **читает** книгу в библиотеке.

2. I was surprised **at hearing** the news.  
2. Янгиликларни **эшитиб** хайрон бўлдим./Я был удивлён **услышав** новости.



3. I know **of his going** on an expedition.
3. Унинг экспедицияга **бориши** хақида биламан./Я знаю о том, что он едет в экспедицию.
3. He likes **reading** during the lunch time.
4. Овқатланиш пайтида у **ўқишни** ёқтиради./Он любит **читать (чтение)** во время обеда.
4. He likes this film.
5. У бу филмни ёқтиради./Он любит этот фильм.
5. He is **going** on an expedition next week.
6. У келаси хафта экспедицияга кетяпти./Он едет в экспедицию на следующей неделе.
7. He is eighty but **his hearing** is very good. (Ему 80 лет, но **у него** хороший **слух**.)
7. У 80 ёшда, аммо унинг **эшитиш** қобилияти жуда яхши./ Ему 80 лет, но **у него** хороший **слух**.
8. We had to postpone **our going** on the expedition. (Нам пришлось отложить **нашу** \_\_\_\_\_ **поездку** в экспедицию.)
8. Биз экспедицияга **боришимизни** бошқа вақтга кўчиришга мажбур бўлдик./Нам пришлось отложить **нашу поездку** в экспедицию.
9. He stopped working in commerce
9. У тижоратда **ишлашни** тўхтатди./Он прекратил **работу (работать)** в торговле.
10. The house needs **repairing**.
10. Уй **таъмирланишга** мухтож./Дому требуется **ремонт**.
11. A discussion **on solving** the problem was important.
11. Бу муаммони **ҳал этишга** бағишланган мунозара муҳим эди./Дискуссия **по решению** этой проблемы была важна.
12. The necessity **of doing** the work is understandable.
12. Бу ишни **бажариш учун** бўлган зарурият тушунарли./Необходимость **выполнить** эту работу понятна.
13. She found a job by **sending her resumes** to a number of places.
13. У ишни турли ерларга резюмесини **юбориш** орқали топди./Она нашла работу путём посылки **резюме** в несколько мест.



### Ex.7 (b) (WB)



### Ex.7 (c)

7а) машқдаги 2, 3, 4, 7, 8, 9, 10, 11, 12, 13 мисолларда ишлатилган феълнинг шакли инглиз тилида Герундий (Gerund) деб юритилади. Инглиз тилида Герундий деб юритиладиган сўз туркуми ўзбек тилига қандай таржима қилинишини аниқланг!/Глагольная форма, употреблённая в примерах 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, в упражнении 8 (а), называется Герундий (Gerund). Определите, как переводится часть речи Герундий на русский язык!



### Ex.7 (d)

Қуйидаги мисоллардаги феъл ва феъл бирикмаларидан сўнг ҳам герундий, ҳам феълнинг ноаниқ шакли ишлатилиши мумкин. Бу феълларни ёд олинг./ После нижеприведённых глаголов и глагольных сочетаний может использоваться и герундий, и неопределённая форма глагола. Запомните их:

**to stop to do/doing** - тўхтатмоқ, тугалламоқ/*останавливать(ся), прекращать*

**to finish to do/doing** - тўхтатмоқ, тугалламоқ/*останавливать(ся), прекращать*

**to like to do/doing** - яхши кўрмоқ, ёқтирмоқ/*любить, нравиться*

**to begin to do/doing** - бошламоқ/*начинать*

**it's useless to do/doing** - бирор бир нарсани қилиш  
бефойда/*бесполезно делать что-то*

**to agree (to/on/upon) to do/doing** - бирор бир нарсага розилик  
бериш (рози бўлиш)/  
*соглашаться с чем-либо, на что-либо*

**to forget to do/doing** - эсдан чиқармоқ/*забывать*

**to try to do/doing** - ҳаракат қилмоқ/*стараться, пытаться*

#### Examples:

- **I prefer staying (to stay) at home when it rains.** - Мен ёмғир ёғаётганда уйда қолишни афзал кўраман./*Я предпочитаю оставаться дома, когда идёт дождь.*
- **Children like playing (to play) noisy games.** - Болалар қувноқ ўйинларни ўйнашни ёқтирадилар./*Дети любят играть в шумные игры.*
- **Try opening (to open) the window.** - Деразани очишга ҳаракат қилиб кўринг./*Постарайтесь открыть окно.*



### Ex.7 (e)

Қуйидаги феъл ва феъл бирикмаларидан сўнг фақат герундий ишлатилади. Уларни ёд олинг! / После следующих глаголов и фраз используется только герундий. Запомните их!

To keep (on) doing smth.	Бирор бир иш-ҳаракатнинг бажарилишини давом этмоқ/ <i>Продолжать делать что-либо</i>
To go on doing smth.	Бирор бир иш -ҳаракатни давом эттирмоқ/ <i>Продолжать делать что-либо</i>
To put off doing smth.	Бирор бир иш- ҳаракатни қилишда кечроққа сурмоқ/ <i>откладывать какое-либо действие на более поздний срок</i>

It's (of) no use doing smth.	Бирор бир иш - ҳаракатни бажариш бефойда/ <i>Бесполезно делать что-либо</i>
To enjoy doing smth.	Бирор бир иш-ҳаракатни бажаришни ёқтирмақ/ <i>Нравиться делать что-либо</i>
To prevent smb. from doing smth.	Бирор бир иш қилишнинг олдини олмақ/ <i>Препятствовать выполнению чего-либо</i>
To result in doing smth.	Бирор бир ишнинг бажарилишига олиб келмақ/ <i>Приводить к выполнению чего-либо</i>
To result from doing smth.	Бирор бир нарсани бажарилишининг натижасидан келиб чиқмақ/ <i>являются результатом какого-либо действия</i>
To hear of smb. doing smth.	Қимнингдир бирор бир ишни бажарганлиги хақида эшитмақ/ <i>слышать о том, что кто-то сделал что-либо</i>
To insist on (upon) doing smth.	Бирор бир ишнинг бажарилишини талаб қилмақ/ <i>настаивать на выполнении какого-либо действия</i>
To object to doing smth.	Бирор бир ишнинг бажарилишига қарши бўлмақ/ <i>возражать против какого-либо действия</i>
To be responsible for doing smth.	Бирор бир ишнинг бажарилишига жавобгар бўлмақ/ <i>быть ответственным за какое-либо действие</i>
To take part in doing smth.	Бирор бир ишнинг бажарилишида иштироқ этмақ/ <i>принимать участие в каком-либо действии</i>
To be fond of doing smth.	Бирор бир ишни қилишни ёқтирмақ/ <i>нравиться любить делать что-либо</i>
To be sure of doing smth.	Бирор бир ишнинг қилинишига амин бўлмақ/ <i>Быть уверенным в выполнении какого-либо действия</i>
To pay attention to doing smth.	Бирор бир ишни бажарилишига эътибор қилмақ/ <i>обращать внимание на выполнение чего-либо</i>

### Examples:

- He put off writing his report till next week. - У ўз ҳисоботининг ёзилишини келаси ҳафтагача кўчирди./*Он отложил написание своего отчета до следующей недели.*
- Children enjoy eating ice-cream. Болалар музқаймақ истеъмол қилишни ёқтиришади./*Дети любят есть мороженое.*

- The workers insisted on the employer raising their wages. - Ишчилар маошларини кўтаришни ишга олувчидан талаб қилишди./Рабочие настаивали на том, чтобы работодатель повысил им зарплату (...на повышении зарплаты).

Одатда герундийдан аввал **on/upon, for, of, after, before, in** предлоглари ишлатилади/перед герундием часто употребляются предлоги **on/upon, for, of, after, before, in**.

**Examples:**

- The task of solving this problem is very difficult. - Бу мамуаммони ечиш вазифаси жуда мураккаб./ Задача решения этой проблемы очень сложная.
- A way of raising money - Пул топиш йўли/  
способ зарабатывать деньги;
- A discussion on solving the problem - Муаммони ечиш ҳақида мунозара/дискуссия по решению проблемы
- The necessity of doing the work - Ишни бажариш зарурияти/  
необходимость выполнить работу
- After paying all the overheads and taxes the firm could not increase wages. - Барча устама харажатлар ва солиқларни тўлагандан сўнг фирма маошларни кўтара олмади./после выплаты всех накладных расходов и налогов фирма не смогла повысить зарплату.

Герундий қуйидаги предлог ва предлогли бирикмалар билан ҳам ишлатилади./Герундий также употребляется со следующими предлогами и предложными сочетаниями:

**With the aim of doing smth. = for the purpose of doing smth.**

маълум бир мақсадни кўзлаб бирор-бир иш-ҳаракатни бажариш/  
с целью, (для того, чтобы) выполнить то или иное действие

маълум бир фаолиятга биноан/ из-за, по причине, благодаря  
(какой-то деятельности)

**Because of being late** – кечикганлиги сабабли/из-за опоздания

**Due to phoning in time** - ўз вақтида бўлган қунғироқ муносабати билан/ благодаря звонку во время

**Owing to working hard** – тинимсиз иш эвазига/благодаря упорному труду;

**By, by means of (doing smth.)** – бирор и- ҳаракатининг бажарилиши ҳисобига/ при помощи, посредством (какого-то действия)

### Examples:

- The sales representative went abroad with the aim of studying the demand for this item.- Тижорат ишлари бўйича масъул ҳодим хорижга ушбу маҳсулотга бўлган талабни ўрганиб келиш учун кетди./ *Торговый агент поехал за границу с целью изучить спрос на это изделие.*
- His work was successful due to his paying much attention to these issues. - У бу масалаларга кўп аҳамият берганлиги туфайли унинг иши муваффақиятли бўлди./ *Его работа была успешной благодаря тому, что он много внимания уделял этим вопросам.*
- She found a job by sending her resumes to a number of places. – У бир қанча ерларда ўз ҳақида қисқа маълумот юборганлиги туфайли иш топди./ *Она нашла работу при помощи резюме, которые она послала в несколько мест.*

### Grammar Drill



**Ex. 8 Translate orally the English parts of the following sentences into Uzbek (Russian). Then do the reverse translation. Work in pairs. Check with the key.**

1. Биз ..... (the purpose of conducting business) кўз олдимишга равшан келтирамиз./ Мы ясно понимаем ..... (the purpose of conducting business).
2. (The process of development of a new product)..... сушт эди./ (The process of development of a new product) ..... был медленным.
3. Кўпгина одамлар ..... (the way of becoming independent owners) .... излашяпти./ Многие люди ищут ..... (the way of becoming independent owners).
4. Бугун ..... (the discussion on increasing production) .... бўлиб ўтди./ Сегодня состоялась ..... (the discussion on increasing production).
5. Реклама ..... (the power of attracting customers to a certain items) .... кучига эга./ Реклама обладает ..... (the power of attracting customers to a certain items).



**Ex.9 Translate the following sentences into Uzbek (Russian.) Do this exercise orally. Check with the key.**

1. I don't like troubling people.
2. The firm didn't stop operating even during the economic crisis.
3. He kept on borrowing money and soon became bankrupt.
4. The General director thought about setting up some more branches of the company.
5. People seldom begin saving money when they are young.
6. It's no use discussing this question.
7. It's useless asking him for help.
8. She insisted on deviding the money between herself and her brother.
9. Jack is very fond of playing tennis.
10. We were proud of the volume of business last month.
11. A disadvantage of a partnership is the joint decision making.



**Ex.10 (WB)**



**Ex.11 Switch on the tape. Check your translation of exercise 10.**



**Ex.12 (WB)**



**Ex.13 (WB)**



**Ex.14 Switch on the tape. Check your choice in exercise 13.**



**Ex.15 (WB)**



**Ex.16 Switch on the tape. Check the sentences you have constructed in Ex.15.**



### **READING COMPREHENSION**



**Ex.17 Read the text together with the speaker.**

#### **Supply and Demand.**

As you know, consumers buy more at a lower price. Why? To answer this question we have to consider two important economic points: supply and demand.

Most people have a limited income and spend their money carefully. As the price of a particular product falls, most people can buy it. For example, as new technology has improved, the price of calculators has decreased. More and more people now are able to buy calculators.

This ability to buy in economics is called capability. Producers must know the answers to the following questions: How many people need and use the product? How many identical goods does one consumer need? We know that the more items one consumer has, the less useful they become. Consumers want to pay less for additional identical items, which they buy.

Businesses try to balance the quantity of goods and services, which they provide with the quantity which consumers demand. They do it by regulating their production and by setting their prices. When supply and demand are balanced, consumers purchase all the goods supplied by the producers. The optimal price, which regulates supply and demand, is called market-clearing price.



**Ex. 18 (WB)**



**Ex. 19 Switch on the tape. Check your questions of exercise 18.**



**Ex. 20 (WB)**



**Ex. 21 Switch on the tape. Check your answers of exercise 20.**



**Ex. 22 (WB)**



**Ex. 23 (WB)**



**Ex. 24 (WB)**



**Ex. 25 Switch on the tape. Check your sentences of exercise 24.**



**Ex. 26 Close your Resource Book. Retell the text using the chain of the key-words and word combinations.**

if prices are lower; supply and demand; limited income; price falls; buy; capability; the more items; the less useful; to pay less; to balance; by regulating production; the market clearing price

## UNIT XIII



**Ex.1 Read the text and try to understand its contents. Answer the following question after reading the text:**

1. *What are the basic economic tasks about?*
2. *What other titles could you suggest for the text?*

### **Basic Economic Problems**

Every human society must confront and resolve three fundamental and interdependent economic problems.

1. What commodities are to be produced and in what quantities? How much of each of the many possible goods and services should the economy make? And when will they be produced? Should we produce many or few consumption goods and many investment goods, allowing for more consumption tomorrow?

2. How shall a good be produced? By whom and with what resources and in what technological manner are they to be produced? Are goods produced in privately owned capitalist corporation or in state-owned enterprises?

3. For whom shall a good be produced? How is the national product to be divided among different households? Shall high incomes go to managers or workers or landlords?

These three basic problems are common to all economies. But different societies take different approaches in solving them.

In economic language the three central economic tasks of every society are really about choices among an economy's inputs and outputs. Inputs are commodities or services used by firms in their production processes. An economy uses its existing technology to combine inputs to produce outputs. Outputs are various useful goods or services that are either consumed or employed in further production. We classify inputs into three broad categories: land, labor and capital.

Land - or natural resources is the gift of nature to our productive processes. It consists of the land used for farming or factories or roads; energy resources like copper and iron ore and sand. Air and water are also natural resources.

Labor consists of the human time spent in production - working in factories, teaching in schools, farming the land. It is the most crucial input for an advanced industrial economy.

Capital resources form the durable goods, produced in order to produce other goods. Capital goods include machines, roads, computers, trucks, buildings, etc.



**Ex.2 (WB)**



**Ex.3 (WB)**





**Ex.4 Switch on the tape. Check your translation of exercise 3, repeat the right variant after the speaker.**



**Ex.5 (a) (WB)**



**Ex.5 (b) (WB)**



**Ex.6 Switch on the tape. Check your translation of exercise 5 (a), repeat the right variant after the speaker.**



**Ex.7 (WB)**



**Ex.8 Switch on the tape. Check your translation of exercise 7, repeat the right variant after the speaker.**



**Ex.9 (WB)**



**Ex.10 Listen to the statement. If it is true to the text, agree, repeat it and enlarge. If it is false, disagree, give the right version.**

**you hear:** The technological manner of production is a very important problem.

**you respond:** Yes, I agree. (That's correct.) The technological manner of production is one of the most important problems of economic organization.

**you hear:** Time of production is not included in the economic problems.

**you respond:** I don't agree. (That's not right.) Time of production is also a problem of any economy. (It is also an economic problem).



**Ex.11 (WB)**



**Ex. 12 Speak on the topic “Three main problems of Economic Organization”. Use the chart of Ex. 11. Work in groups.**



**Ex.13 Discuss the following with the partner.**

1. Do you agree that there are only three fundamental problems of any economy? If not, what problem(s) would you add?
2. Why do you think labour is the most crucial input for an advanced industrial economy?
3. Which category of inputs: a land, labor or capital resources needs more attention in our country?
4. What is your activity mostly connected with - inputs or outputs?
5. Which of the problems is the most crucial at the moment in Uzbekistan and why?
6. What would you suggest to resolve it (them)?

## UNIT XIV



**Ex 1. Discussion. Read the following case study and answer the questions below.**

DE VERE GROUP, the hotel and leisure operator, yesterday became the latest company to produce a cautious note over consumer spending, although it said that corporate business was rising.

The group, which owns the De Vere and Village hotel brands and the Greens fitness club chain, said that the market for leisure breaks at its hotels had decreased since February, partly because of an early Easter and poor weather.

Carl Leaver, De Vere's chief executive, said: «Consumer spending has dropped in recent weeks and we have to be more flexible on pricing».

But he said it was «a bit dangerous to draw too many conclusions» on the wider leisure market, adding: «It's difficult to get a balanced view because lots of people are laying everything at the door of consumer spending».

Mr. Leaver said that the drop off in leisure breaks had been softened by a stronger corporate sector, which had allowed De Vere to lift its midweek prices.

The group said 12 new Village sites are in the pipeline, which would almost double the size of the division over the next few years.

However, no more Greens clubs are planned and Mr. Leaver said it had not been decided if the business would be retained in the longer term.

This was the situation facing De Vere Group.

1. Why does the group have to be more flexible on prices?
2. Why would the group double the size of the division over the next few years?
3. Why aren't more Green clubs planned?
4. What role do consumers play in the working of a market economy?  
Why?

## Vocabulary Drill



**Ex. 2 (WB)**



**Ex. 3. Switch on the tape. Check your translation of exercise 2.**



**Ex. 4. (WB)**



**Ex. 5. Switch on the tape. Check your translation of exercise 4.**



## Reading Comprehension.

**Ex. 6. Read the text and try to understand its content.**

### Consumer Spending

Consumers buy food, clothing, housing, transportation and entertainment up to the limits of their budgets, and wish they could afford to buy more. Consumers play an important role in the overall working of a market economy. Market economies are sometimes described as systems of consumer sovereignty, because the day-to-day spending decisions by consumers determine, to a very large extent, what goods and services are produced in the economy.

If consumers stop buying, or if they decide to spend less on a product - for whatever reason - prices will drop. If they buy more, increasing demand, the price will rise.

This interaction of supply, demand and price takes place at every level of the economy, not just with consumer goods sold to the public. Consumption refers to intermediate goods as well - to the inputs that companies must purchase to provide their goods and services. The cost of these intermediate, or investment goods, will ripple throughout a market economy, changing the supply - and - demand equations at every level.

Let's take the example of the semiconductor chip that is at the heart of the modern computer revolution. Higher prices will tend to reduce demand for computer chips, and consequently, for computers themselves. Overtime, however, the higher price will signal manufacturers of computer chips that it may be profitable to increase their production, or for new suppliers of chips to consider entering the market. As chip prices come down, so will the cost of computers (assuming that the cost of other inputs remain unchanged), and demand for computers will grow.

That demand for-computers will do more than - simply spur suppliers to increase their output.

It will also encourage innovation, which will result in computer chips and computers that are more powerful and efficient than earlier models - a competition of progress and price that occurs in virtually all genuinely free markets.



**Ex. 7. Learn the following words and their English definitions.**

1. **income** (n) money received during a given period (as salary, receipts from trade, interest from investment, etc.): live within/beyond one's income = spend less/more than one receives;
2. **interest** (n) money paid for the use of money: rate of interest/interest rate payment made by a borrower for a loan, expressed as a percentage, for example 5%;
3. **supply** (n) the quantity of a commodity or service available for sale at any specified price in a period of time;
4. **demand** (n) desire and ability to purchase a commodity or service;
5. **market economy**, an economy in which the what, how, and for whom questions concerning resource allocation are determined by supply and demand in markets;
6. **amount** (n) quantity;
7. **savings** (pl) money saved up;
8. **savings account** (with a bank) on which interest is paid.



**Ex. 8. (WB)**

**Reading Comprehension.**



**Ex. 9. Read the text and try to understand its content.**

**Prices and Consumer Incomes**

The other economic factor that consumers must consider carefully in making their purchases of goods and services is their own level of income. Most people earn their income from the work they perform, whether as physicians, carpenters, teachers, plumbers, assembly line workers, or clerks in retail stores. Some people also receive income by renting or selling land and other natural resources they own, as profit from a business or entrepreneurial venture, or from interest paid on their savings accounts or other investments.

**The important points here are that:**

1) in a market economy, the basic resources used to make the goods and services that satisfy consumer demands are owned by private consumers and households; and 2) the payments, or incomes, that households receive for these productive resources rise and fall - and that fluctuation has a direct influence on the amount consumers are willing to spend for the goods and services they want, and, in turn, on the output levels of the firms which sell those products.

Consider, for example, a worker who has just retired, and as a result earns only about 60 percent of what she did while she was working. She will cut back on her purchases of many goods and services - especially those that were related to her job, such as transportation to

and from work, and work clothes but may increase spending on a few other kinds of products, such as books and recreational goods that require more leisure time to use, perhaps including travel to see new places and old friends.

If, as in many countries today, there are rapidly growing numbers of people reaching retirement age, those changing spending patterns will affect the overall market prices and output levels for these products, and for many others which retirees tend to use more than most people, such as health care services.

In response, some businesses geared toward the particular interests and concerns of retirees - as long as it is profitable for firms to produce them.

To summarize: whether consumers are young or old; male or female; rich, poor, or middle class; every dollar, peso, pound, franc, rupee, mark or yen they spend is a signal - a kind of economic vote telling producers what goods and services they want to see produced.

Consumer spending represents the basic source of demand for products sold in the marketplace, which is half of what determines the market prices for goods and services. The other half is based on decisions businesses make about what to produce and how to produce it.

**Ex. 10. (WB)**



**Ex. 11. (WB)**



**Ex. 12. Listening and Speaking.**

*A customer is phoning A and B Software to ask about prices. Listen to their conversation:*

**Sales Representative:** A and B Software. Sales department. Can I help you?

**Customer:** Good morning. I'd like some information about Prime-Word.

**Sales Representative:** What would you like to know?

**Customer:** Can you tell me the price?

**Sales Representative:** It's four hundred and thirty dollars.

**Customer:** Does that include VAT?

**Sales Representative:** Yes, it does.

**Customer:** Do you have a price for company clients?

**Sales Representative:** Yes, we do: it's three hundred and ninety-nine dollars.

**Customer:** If I buy ten, can you offer me a discount?

**Sales Representative:** Yes, we can give you ten per cent.

**Customer:** What are your terms of payment?

**Sales Representative:** Thirty days. If you pay within fifteen days, there's a two and a half per cent discount.



**Ex. 13. Role play the dialogue from Ex 12. Be ready to reproduce it in class.**



**Ex. 15. Listen to the questions about A and B Software. Answer the questions from the profile. Follow the model:**

*Question: Where's the company based?*

*You: In Tashkent.*



**Ex. 16. (WB)**

**Ex. 17. Discuss these topics in groups.**

1. Market economies are sometimes described as systems of consumer sovereignty. Why?
2. Incomes influence on consumer spending. Why?



**Ex. 18. (a) Describing a graph.**

up ↗	down ↘	no change
to increase to rise to grow to go up	to fall to drop to decline to go down	to remain stable to stay at the same level to be about the same as ... to hold steady

Key phrases	Useful phrases
to rise from US 2 ml to US 4 ml to fall from US 4 ml to US 3 ml to increase by 12% to drop by 7%	to (increase) rapidly; slowly; sharply; slightly; to double; triple; quadruple.



**Ex. 18. (b) Use the words and phrases in the table above, look at these sales figures and talk about the situation in each region. Follow the examples.**

*In Japan, sales go up \$410,000 on last year.*

*In Japan, sales rose by 11%*

Sales figures by region: \$ US				
June: this year/ last year				
region	last year	this year	variation	%
Japan	3,901,000	4,311,000	410, 000	11
USA	2,490,000	2,219,000	-271,000	12
Germany	2,694,000	2,695,000	1000	0



**Ex. 19. Role play Work in pairs. Take it in turns to play the role of the regional sales managers and describe to each other about sales in your area. Use the words and phrases from Ex. 18 (RB).**

Иқтисодийёт йўналишидаги инглиз тили материаллари – “Машқлар”  
гўплами (Work Book). Units 11-14.

ENGLISH FOR MARKET ECONOMY. WORK BOOK.

A.A. Ismailov, V.A. Fyodorov, A.O. Morozova,

G.A. Tursunova, E.G. Bekmatova, M.R. Ismailova

UNIT XI



**Ex.2 Learn the following words and word combinations and write down their translation.**

- common (adj)** - умумий, жамоага хос, хаммага хос/  
*общий, общественный, общепринятый*  
common stock .....  
common property .....  
умумий бозор/*общий рынок* .....  
умумий фойда/*общая выгода* .....
- save (v)** – тежамоқ, йиғмоқ/*экономить, копить*  
to save capital .....  
пул йиғмоқ/*копить деньги* .....  
**saving (n)** - тежамкорлик, тежалган маблағ/*экономия, сбережение*  
gross savings .....  
annual saving .....  
шахсий жамғарма/*личные сбережения* .....  
соф жамғарилган маблағлар/*чистые сбережения.* .....
- borrow (v)** - қарзга олмоқ/*брать займы*  
**borrow ≠ lend**  
to borrow at interest .....  
пулни қарзга олмоқ/*занимать деньги* .....  
**borrowing (n)** - қарз, кредит/*заем, кредит*  
bank borrowing .....  
borrowing needs .....  
ички қарзлар/*внутренние займы* .....  
қисқа муддатли ссудалар/*краткосрочнык ссуды* . .....
- borrower (n)** - қарз олувчи/*заемщик*  
commercial borrower .....  
банкнинг маҳаллий қарз олувчиси/*местный заемщик банка*  
.....
- assets (n.pl.)** - мол мулк, активлар/*имущество, активы*  
permanent assets .....  
assets and liabilities .....  
кўчма мол мулки/*недвижимое имущество* .....  
айланма воситалар/*оборотные средства* .....
- inherit (v)** - мерос олмоқ/*(у)наследовать*  
to inherit a house .....  
to inherit a fortune .....  
ерни мерос қилиб олиш/*наследовать землю* .....

6. **major (adj)** - асосий, муҳим/основной, значительный  
 major industries .....  
 асосий мажбуриятлар/основные обязанности. ....
7. **debt (n)** - мажбурият, қарз/долг, обязательство  
 floating debt .....  
 to meet debts .....  
 қарзга ботмоқ/ залезать в долги .....  
 қисқа муддатли қарз/краткосрочный долг .....
8. **bind (to be bound) (v)** - бирор бир кишига (нарга) мажбуриятли бўлмоқ (қарздор бўлмоқ)/связывать (быть обязанным)  
 to bind oneself .....  
 to be bound to a limit .....  
 бирор бир нарсани қилишга мажбурият олмоқ/обязательно  
 сделать что-либо .....  
 контрактга нисбатан мажбуриятли бўлмоқ/быть обязанным по  
 контракту .....
- binding (adj)** - мажбурият билан боғланган бўлиш/  
 обязательный, обязывающий  
 a binding agreement .....  
 қонунга нисбатан мажбуриятли бўлиш/обязательный по закону.....
9. **suffer (v)** - бирор бир нарга чидаш (дуч келмоқ)/терпеть,  
 испытывать  
 to suffer shortage .....  
 зарарларга дуч келмоқ/терпеть убытки .....
10. **equipment (n)** – асбоб ускуналар/оборудование  
 purchased equipment .....  
 ишлаб чиқариш асбоб ускуналари/ производственное  
 оборудование .....
11. **salary (u)** – маош, иш ҳақи / **оклад, жалование;**  
 a fixed salary .....  
 to draw a salary .....  
 маошни оширмоқ/ повышать зарплату.....  
 йиллик маош / годовой оклад .....
12. **attract (v)** – жалб қилмоқ /привлекать;  
 to attract financial resources .....  
 to attract capital .....  
 буюртмачиларни жалб қилмоқ/привлекать заказчиков .....  
 диққатни жалб қилмоқ/ привлекать внимание .....
13. **research (n)** – изланиш/**исследование, изучение;**  
 sales research .....  
 research requirements .....  
 бозор ҳақида изланиш олиб бориш / изучение рынка .....  
 ишлаб чиқариш соҳасидаги изланиш / промышленное  
 исследование .....



- 14. flexibility (n)** – мосланувчанлик / *гибкость*;  
 price flexibility .....  
 стратегиянинг мосланувчанлиги / *гибкость стратегии* .....
- flexible (adj)** – мосланувчан / *гибкий*;  
 a flexible mechanism.....  
 мосланувчан ёндашув / *гибкий подход* .....
- 15. large-scale (adj)** – кенг кўламли / *крупномасштабный*;  
 large-scale retailing .....  
 a large-scale consumer .....  
 кенг кўламли ишлаб чиқариш / *крупносерийное производство*..  
 кенг кўламли дастур / *крупномасштабная программа* .....
- 16. tax (n)** – солиқ / *налоговая пошлина*;  
 commodity tax .....  
 to impose a tax .....  
 даромад солиғи / *подходный налог* .....
- 17. separate (adj)** – махсус / *отдельный, особый*;  
 to keep separate.....  
 махсус ҳисоб рақами / *специальный счет* .....



#### **Ex.4 Choose the right variant.**

- |   |  |
|---|--|
| <b>пулни тежаш</b> / <i>экономить деньги</i>              | <b>умумий фойда</b> /<br><i>общая выгода</i>                     |
| to borrow money   | общая выгода   |
| to inherit a house  | frequent visits  |
| to save money   | personal debt  |
| to raise prices   | common advantage   |
| to keep money   | real assets  |
| <b>меросхор бўлмоқ</b> /<br><i>унаследовать состояние</i> | common market  |
| to expand exchanges                                       | <b>саноатнинг асосий тармоқлари</b> /<br><i>основные отрасли</i> |
| to inherit a fortune                                      | <i>промышленности</i>  |
| to suffer losses  | major parts  |
| to pay debt   | frequent visits  |
| to inherit a house  | major industries   |
| <b>хамминг мулки</b> /<br><i>общая собственность</i>      | evident pride  |
| common property   | personal assets  |
| personal assets   | <b>солиқларни йиғиб олмоқ</b> /<br><i>взимать налоги</i>         |
| common name   | to pay taxes   |
| evident pride   | to raise wages   |
| personal debt   | to keep laws   |
|   | to share expenses  |
|   | to raise taxes   |

**қарзга ботиш/***влезть в долги*

to inherit abilities

to save capital

to expand trade

to borrow trouble

to get into debt

**чиқимларга дуч келмоқ/**

*терпеть убытки*

to pay debt

to suffer losses

to save a place

to keep a balance

to raise wages

**омонат мулк/**

*недвижимое имущество*

common sense

personal assets

serious matter

personal debt

real assets

**пулни қарзга олмоқ**

*одолжить деньги*

to borrow trouble

to save money

to keep account

to borrow money

to pay debt

**махсус рақам/**

*специальный счет*

common advantage

evident pride

personal assets

separate account

major industries

**жорий қарз/**

*текущая задолженность*

a trade agreement

a personal debt

a separate account

a floating debt

a serious disagreement

**давлат акциялари/**

*государственные облигации*

government bonds

personal assets

serious debt

double bind

attractive offer

**бозор соҳасидаги изланиш/**

*рыночное исследование*

economic resources

an attractive smile

economic research

market research

criminal liability

**ойлик маош/**

*ежемесячное жалованье*

a high salary

a serious advantage

an attractive salary

a monthly salary

original research

**солиққа тортмоқ/**

*облагать налогом*

to study economy

to spend money

to improve tax

to have an advantage

to set a limit

**маош тўламоқ/**

*платить зарплату*

to take money

to offer a salary

to pay taxes

to get a salary

to pay a salary

**режани таклиф қилмоқ/**

*предлагать план*

to offer a job

to offer a plan

to form a company

to pay tax

to demand a share

**эътиборни жалб қилмоқ/**  
*привлекать внимание*  
to attract people  
to have a position  
to study subjects  
to attract attention  
to get a salary

**махаллий ҳокимият/**  
*местное правительство*  
national tax  
a single purpose  
general education  
an economic activity  
a local government



### **Ех.7 (б) (WB)**

**Юқорида келтирилган мисолларга таянган холда қуйидаги саволларга жавоб беринг. Жавобингизни тасдиқлайдиган гапларни нуқталар ўрнига кўчиринг./** *Ответьте на следующие вопросы используя приведённые выше примеры. Перепишите в тетрадь вместо точек примеры, подтверждающие ваши ответы.*

1. Қайси гапларда феълнинг фақат келаси ноаниқ замон шакли ишлатилган?
2. Қайси гапларда феълнинг фақат ҳозирги ноаниқ замон шакли ишлатилган?
3. Қайси гапларда феълнинг ҳам ҳозирги, ҳам келаси ноаниқ замон шакллари ишлатилган?
4. Ҳам ҳозирги, ҳам келаси ноаниқ замон шакллари бор гапларнинг қайси бирида ва қайси феълда келажак ҳаракатни ифодалашда ҳозирги ноаниқ замон шакли қўлланилган?

**асбоб ускуналарнинг ишлашини таъминлаш/**

*управлять оборудованием*  
to make equipment  
to spend time  
to repair equipment  
to operate equipment

to carry a price  
**солиқларни тўламоқ/**

*платить налоги*  
to impose a tax  
to make a decision  
to pay taxes  
to share responsibility  
to collect taxes

1. В каком из примеров имеется только форма будущего неопределённого времени?
2. В каком из примеров имеется только форма настоящего неопределённого времени?
3. В каком из примеров имеется форма и настоящего, и будущего неопределённого времени?
4. В каком из предложений и в каком глаголе, где имеется и форма настоящего, и будущего неопределённого времени для выражения будущего действия используется форма настоящего неопределённого времени?

.....

.....

.....

.....

.....



**Ex. 8 Finish and translate the following sentences into Russian.**

1. If he ..... (to work) hard, he ..... (to learn) economy well.
2. We ..... (to have) much time if we ..... (to use) this computer.
3. If you ..... (to come) to see our new manager, he ..... (to be) very glad.
4. I ..... (to continue) my work if you ..... (to help) me.
5. If conditions ..... (to be) favourable, we ..... (to apply) this method.
6. .... (to give) this cable to the secretary if you ..... (to see) her.
7. If you ..... (to sign) these papers, we ..... (not/to bother) you further.
8. We ..... (to go) to this factory if you ..... (to finish) this work soon.
9. If you ..... (to spend) money, you ..... (to be) a millionaire.
10. They ..... (to work) at your company if you ..... (to pay) them money.
11. If I ..... (to find) a bond, I ..... (to give) it to you.
12. We ..... (to carry) a case if we ..... (to show) a lot of proofs.



**Ex.10 Choose the right variant.**

1. Sole proprietorship is the most (*common, single, general*) type of ownership.
2. An owner must (*to attract, to own, to make*) decisions quickly.
3. A corporation is a (*financial, difficult, flexible*) instrument for economic activity.
4. The sole proprietorship (*to become, to suit, to form*) the temperament of many people.
5. A typical corporation likes to keep (*money, accounts, balance*) among methods of raising money for expansion.
6. Partnerships often (*to get, to borrow, to share*) tax relief from the government.



**Ex.12 Translate the following sentences.**

1. I don't think they will come here before the meeting finishes.  
.....
2. Give this message to the head of department when you see him.  
.....
3. She will suffer losses unless she expands the volume of trade.  
.....
4. I'll show you these documents as soon as the customer goes out.  
.....

5. He will be here by 8 o'clock unless he has car trouble on the way.  
.....
6. I'll tell him about meetings when he comes. ....  
.....
7. Before you leave my office, please look at this letter.  
.....
8. The bill will be enacted law unless the President vetoes it.  
.....
9. I'll look through these papers as soon as I have time.  
.....
10. She will understand this situation until you explain it to her.  
.....



**Ex. 14 Choose the right variant and underline it.**

1. **Хиссадорлик жамияти хусусий мулкдан кўра кўпроқ имтиёзларга эга./ Товарищество имеет больше преимуществ, чем частная собственность.**
  - A partnership has more advantages than sole proprietorship.
  - A partnership has fewer advantages than sole proprietorship.
  - A partnership has more advantages than a corporation.
2. **Корпорация юқорироқ маошни таклиф қилиши мумкин./ Корпорация может предложить более высокую зарплату.**
  - A corporation can offer a higher salary.
  - A partnership offers a higher salary.
  - Corporations can offer a higher salary.
3. **Хиссадорлик жамиятлар давлат панохида турадилар ва хусусий бизнесга қараганда манфаатлироқдирлар./ Товарищества получают поддержку государства и имеют больше преимуществ, чем частный бизнес.**
  - Partnership get subsidies from the government and have more advantages than private business.
  - Partnership get subsidies from the government and have more disadvantages.
  - A partnership gets subsidies from the government and has more advantages than private business.
4. **Корпорация бошқа турдаги мулкчиликга қараганда кўпроқ меҳнат ресурсларини ва маблағни жалб қилади./ Корпорация привлекает больше трудовых ресурсов и капитала, чем другие формы собственности.**
  - A corporation attracts more manpower and capital, than other forms of ownership.
  - Corporation attracts more manpower and capital, than other forms of ownership.
  - A corporation attracts more capital, than other forms of ownership.

5. **Якка мулка хокимлик одатда катта корхона бўлиб ривожлана олмайди (даражасига кўтарилаолмайди)./ *Единоличное владение обычно не развивается в крупное предприятие.***
- The sole proprietorship usually develops into a large-scale enterprise.
  - The sole proprietorship doesn't usually develop into a large-scale enterprise.
  - The proprietorship doesn't usually develop into an enterprise.
6. **Агар шериклар ўртасида жиддий ёки доимий келишмовчиликлар бўлса, у холда бизнес ноҳушликларга тез-тез учрайди./*Если партнеры имеют серьезные или постоянные разногласия, то бизнес обречен нести убытки.***
- If partners have serious disagreements, the business is bound to suffer losses.
  - If partners have constant disagreements, the business is bound to suffer losses.
  - If partners have serious or constant disagreements, the business is bound to suffer losses.
7. **Мустақил, қонуний корхона сифатида корпорация солиқлар тўлаши шарт./ *Как отдельное легальное предприятие корпорация должна платить налоги.***
- As a separate legal enterprise the corporation must pay taxes.
  - As a separate legal enterprise the corporation pays taxes.
  - As an enterprise the corporation must pay taxes.
8. **Корпорация ташкилотининг ўзига хос камчиликлари ва шу билан бирга афзалликлари бор./ *Корпоративная организация имеет как недостатки, так и преимущества.***
- The corporate organization has drawbacks as advantages.
  - The corporate organization has drawbacks as well as advantages.
  - The corporate organization has drawbacks and advantages.
9. **Якка хоким корхона бизнесида унчалик ката ўрин эгалламайди./ *Единоличное владение не имеет большого объёма в бизнесе.***
- Sole proprietorships don't have the greatest volume of business.
  - Sole proprietorships has the greatest volume of business.
  - Sole proprietorships doesn't have the greatest volume of business.
10. **Хиссадорлик жамиятининг хар бир аъзоси хиссадорлик жамияти қарзларига жавобгар./ *Каждый член товарищества несет ответственность за все долги товарищества.***
- Each member is liable for all the debts of the partnership.
  - Each member of the partnership is liable for all the debts of the partnership.
  - Each member of the partnership is liable for all the debts.



**Ex.17 Look at the list of business words. Match the words with their definitions.**

<b>Words</b>	<b>definitions</b>
1. a shop	... a) a business organisation which performs services connected with money, esp. keeping money for customers and paying it out on demand;
2. an owner	... b) an owner of a business, an invention;
3. a corporation	... c) an organization of people joined together for a shared purpose;
4. a bank	... d) a room or building where goods are regularly kept and sold or services are sold;
5. a firm	... e) a business owned by two or more partners;
6. an association	... f) a group of people who are permitted by law to act as a single unit, esp. for purposes of business, with rights and duties separate from those of its members;
7. a partnership	... g) a business company;
8. a sole proprietor	... h) a person who owns something, esp. by lawful right;



**Ex.18 Use the words in italics to complete the sentences.**

1. Any business is dependent upon the ..... .  
 a) *time*  
 b) *amount of money*  
 c) *type of activity*
2. The sole proprietorship ends with the death of the ..... .  
 a) *owner*  
 b) *business partner*  
 c) *shareholder*
3. Sometimes partners have serious and constant ..... .  
 a) *disagreements*  
 b) *individuals*  
 c) *assets*
4. The ..... has already saved the capital .  
 a) *ownership*  
 b) *owner*  
 c) *stock*
5. The sole proprietorship does not do ..... .  
 a) *the main problem of business*  
 b) *the greatest volume of business*  
 c) *much for the country's economy*



**Ex.20 Choose the definition of the word “stock” which corresponds to the content of the text and tick it.**

- Goods for sale.
- A piece of wood used as a support on handle;
- A garden flower with a sweet smell;
- To provide with a supply;
- To keep supplies of, esp. for sale;
- A supply of something for use;



**Ex.21 Fill in the table.**

	advantages	disadvantages
sole proprietorship		
partnership		
corporation		

## UNIT XII



**Ex.3 Learn the following words and word combinations. Write down their translation.**

1. amount (n) - ҳажм, миқдор / количество, сумма  
 amount of finance .....  
 to double the amount .....  
 пул ҳажми /сумма денег .....
2. quantity (n) = an amount, a number of .....  
 маҳсулотнинг миқдори /количество продукции .....  
 purchase quantity .....  
 quantity of value .....
3. the amount of goods for sale = supply (n) .....  
 supply of labour .....  
 to be in supply - етарли эмас/ етарли миқдорда етказилиб  
 турилиши /быть (поступать) в достаточном количестве .....  
 material supply .....  
 сув таъминоти / водоснабжение .....
4. demand (n) = the amount of goods that people want to buy  
 to be in demand .....  
 бозор талаби / рыночный спрос .....
5. a person who buys and uses goods and services - a consumer(n)  
 consumer (adj) .....  
 individual consumer .....  
 large-scale consumer- улгуржи ҳаридор/оптовый потребитель  
 улгуржи моллар/потребительские товары .....



6. capability (n) - ability to buy goods and services  
 low capability .....  
 ҳаридорларни ҳарид қилиш имконияти/*покупательная способность потребителей* .....
7. item 1) a particular thing.....  
 2) a problem, a question .....  
 consumer items - ҳаридга тайёр моллар номлари/*изделия конечного потребления*  
 item on the agenda - кун тартиби ( мажлис) масаласи/  
*пункт повестки дня ( собрания)*  
 талабдор маҳсулот/*товар, пользующийся спросом* .....  
 статья бюджета .....  
 production-line item - узулуксиз ишлаб чиқариш маҳсулоти/  
*серийное изделие* .....
8. consider (v) study, look at carefully .....  
 муаммони кўриб чиқиш/*рассмотреть данную проблему* .....  
 to consider the market demand .....  
 талаб ва таклифни ўрганмоқ/*изучать спрос и предложение* ....
9. to fall (v) - become smaller in amount or number .....  
 fall (n) -.....  
 fall in prices.....  
 нарх навонинг пасайиши/*снижение стоимости* .....
10. to decrease (v) = to fall (v) .....  
 a decrease (n) = a fall (n)  
 маблағларнинг камайиши/*уменьшение вкладов*  
 экспортнинг қисқариши/*сокращение экспорта* .....  
 decrease of assets .....
11. to increase ≠ to decrease (v.) .....  
 an increase (n.)  
 to increase by ten per-cent .....  
 to increase to \$10 per item .....  
 талабнинг ўсиши/*увеличивающийся спрос* .....  
 an increase in foreign trade .....  
 нархларнинг кўтарилиши/*рост цен*
- 12.1) an equality in weight or amount, balance (n) .....  
 2) an equality of debits and credits in an account, balance .....  
 to strike a balance = to compare advantages and disadvantages  
 of two or more products .....  
 to balance - .....  
 a balance sheet = a financial report .....  
 баланс танқислиги/*дефицит баланса* .....  
 муқобиллаштирилган бюджет/*сбалансированный бюджет* .....  
 тўлов баланси/*платежный баланс* .....
13. identical (adj) = equal, the same .....  
 ўхшаш (бир хил) сонлар/*идентичные (одинаковые) цифры* ...

**Ex.5 Choose the right variant****ҳисоб рақамини ёпмоқ/  
закрывать счет**

- to increase the account
- to decrease assets
- to balance an account
- to supply goods
- to demand for the account

**бозор талабини ўрганмоқ/  
изучать рыночный спрос**

- to consider a market demand
- to study a market supply
- to go into market
- to consider the problem
- to consider supply and demand

**миқдорини икки баробар  
ошириш/удвоить количество**

- to increase the amount
- to double the amount
- product quantity
- to decrease in number
- to fall in amount

**активларнинг қисқариши/  
сокращение активов**

- decrease of assets
- increase in assets
- fall in prices
- balance sheet
- amount of finance

**ҳарид ҳажми/  
объем закупок**

- purchase quantity
- product quantity
- quantity of value
- first quality product
- supply of goods

**аҳоли бошига истеъмол/  
потребление на душу населения**

- personal consumption
- productive consumption
- per-capita consumption
- consumer items
- balanced consumption

**олий навли маҳсулотлар/  
товары высшего сорта**

- large quantity of goods
- goods of high quality
- goods in large quantity
- the amount of goods
- supply of goods

**маҳсулот сифати/  
качество товара**

- quantity of goods
- amount of products
- product quality
- demand for the product
- product of high quality

**ҳарид имқонияти/  
покупательная способность**

- increase in assets
- consumer items
- capability of consumers
- material supply
- quantity of value

**кун тартиби масаласи/  
пункт повестки дня**

- item of the budget
- item on agenda
- consumer item
- production-line item
- various items

**тўлов балланси/  
платёжный баланс**

- balance sheet
- balanced budget
- balance of payment
- to balance supply and demand
- to balance an account

**узлуксиз маҳсулот/  
серийное изделие**

- production-line item
- consumer goods
- item on agenda
- demand item
- item of the budget

**истеъмолбоп бўлмоқ/  
пользоваться спросом**  
to be in supply  
to be in demand  
to balance supply and demand  
to purchase products  
to increase the price

**нархни белгилаш/  
устанавливать цену**  
consider one's price  
change one's price  
regulate one's price  
set one's price  
balance one's price



**Ex.10 Complete the sentences by translating the Uzbek (Russian) parts into English.**

1. (Ходимларнинг муҳофазаси – /*Защита персонала* –) .....  
..... is a very important task of an administration.
2. (Нарх-наволарнинг кўтарилиши - /*Увеличение цен* -).....  
..... was unexpected.
3. He kept on (такрорлашни/*повторять*) .....it again and again.
4. (У билан бу ҳақда гаплашишнинг фойдаси йўқ, /*Бесполезно разговаривать*) ..... to her about the matter.
5. Мен (очилишни талаб қиламан/*настаиваю на открытии*) .....  
..... a new subsidiary in France.
6. The delegates (муҳокама қилишга қарши эдилар/*возражали против обсуждения*) ..... this item.
7. I (ўйнашни жуда яхши кўраман/*очень люблю играть*) .....  
..... tennis.
8. We (тугатганимиз билан фахрланамиз/*гордимся тем, что закончили*) ..... the balance sheet.
9. The impossibility (зарур бўлган натижаларга эришиш мумкин эмаслиги/*получить необходимые результаты*) .....  
..... was clear.
10. He was given a difficult task (янги сармояларни топишдек мураккаб масала/*чтобы найти новые инвестиции*) ..... .

**Ex.12 Match the words (word-combinations) and their definitions.**

- |                         |      |  |
|-------------------------|------|--|
| 1. to fall              | .... | a) a financial report  |
| 2. an item              | ...  | b) to become smaller in amount of number, to decrease              |
| 3. a capability         | ...  | c) to study, to look at carefully                                  |
| 4. a supply customer    | ...  | d) a particular thing  |
| 5. to consider          | ...  | e) the amount of goods for sale                                    |
| 6. a balance sheet      | ...  | f) an ability to buy goods and services                            |
| 7. a demand             | ...  | g) the amount of goods that people want to buy                     |
| 8. a balance            | ...  | h) an amount of ..., number  |
| 9. a quantity           | ...  | i) quality in weight or amount                                     |
| 10. to strike a balance | ...  | j) to compare advantages and disadvantages of two or more products |
|                         |      | k) a person who buyes and uses goods or services                   |



**Ex.13 Switch on the tape. Listen to the definition of a word or word-combination. Choose and underline the item that suits the definition.**

- |  |   |
|--|---|
| 1. increase<br>demand<br>decrease      | 6. point<br>supply<br>quality                   |
| 2. point<br>item<br>price              | 7. supply<br>consider<br>fall                   |
| 3. supply<br>amount<br>capability      | 8. balance<br>item<br>quantity                  |
| 4. demand<br>amount<br>fall            | 9. quantity<br>quality<br>demand                |
| 5. businessman<br>customer<br>producer | 10. item on agenda<br>decrease<br>balance sheet |



**Ex.15 Make up the sentences and translate them into Uzbek (Russian).**

- the balance sheet, our, proud, we, finishing, of, are, in time  
.....
- getting, results, necessary, impossibility, the, of, clear was  
.....  
was, he, given, the ,task, difficult, investments, new, finding, of  
.....  
item on the agenda, the increasing, was, of production, the, first  
.....
- the, practical, question, was, this, initial capital, of forming  
.....



**Ex.18 Make up questions.**

- can, when, more people, buy, product, a particular? When .....
- in economics, what, is , capability? What .....
- do, try, businesses, how, supply and demand, to balance? How .....
- the result, this balance, is, what, of? What .....
- meant, what, by, market clearing price, is? What .....



**Ex.20. Read the text of exercise 17 again. Find the answers to the questions from exercise 18. Write them down in the spaces below.**

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....



**Ex.22 Complete the sentences using appropriate words from the box.**

**as, and, that, which, so, because**

1. .... the demand for a particular commodity increases, the supply for this item increases too.
2. Businessman try to produce the quantity of goods ..... consumers demand.
3. You know ..... most people spend their money carefully.
4. Businessmen regulate their production ..... set their prices to balance the quantity of goods and services..... they provide.
5. Many people have a limited income, ..... they can't spend much money.
6. Now people are able to buy calculators ..... the price has decreased.



**Ex.23 Switch on the tape. Listen to the question, choose the correct answer (answers) and check it (them) with that on the tape.**

1.
  - a) They have unlimited incomes.
  - b) They earn a lot of money.
  - c) They don't want to buy more goods and services.
  - d) They don't earn much money.
2.
  - a) ... capability
  - b) ... stability
  - c) ... quantity
  - d) ... supply
3.
  - a) How many people work in his region?
  - b) How much does a consumer want to pay for a particular product?
  - c) How many people want to buy and will use the commodity?
  - d) How many commodities of the same kind do consumers need?
4.
  - a) ... the quantity and the quality of goods
  - b) ... supply and demand
  - c) ... incomes and wages
  - d) price and overheads



**Ex.24 Make up one sentence out of two using «so» or «that's why» or no link.**

1. Most people have a limited incomes. a) Customers purchase all the goods supplied by the producers.  
.....

2. When supply and demand are perfectly balanced. b) More people can buy it.  
.....

3. The new technology has improved. c) They spend money carefully.  
.....

4. One consumer bought more identical items d) The price for the items decreases.  
.....

5. The price of a product falls. e) They became less useful.  
.....

**UNIT XIII**



**Ex.2 Match the definitions or synonyms with the words or word combinations from the text.**

- |                          |       |                |
|--------------------------|-------|----------------|
| 1. a present             | ..c.. | a) employed    |
| 2. large, wide           | ...   | b) to combine  |
| 3. used                  | ...   | c) a gift      |
| 4. additional            | ...   | d) broad       |
| 5. to collect, to gather | ...   | e) further     |
| 6. a family              | ...   | f) manner      |
| 7. a method, a way       | ...   | g) household   |
| 8. main                  | ...   | h) fundamental |



**Ex.3 Learn the new words and word combinations. Write down their translation in the spaces below.**

1. confront (v) - қарама-қарши, дуч келмоқ, тұқнашмоқ/  
столкнуться, встретиться

to confront a problem .....

Уларнинг қизиқишлари тұқнашди./

Их интересы столкнулись .....

2. resolve (v) = to find an answer, to solve, to settle .....  
to resolve a problem .....  
муаммони ечиш/разрешить вопрос .....  
Биз бу иқтисодий муаммони ечишимиз керак/Мы должны  
решить эту экономическую проблему. ....
3. interdependent (adj) – бир-бирига боғлиқ/взаимозависимый  
interdependent questions .....  
бир-бирига боғлиқ натижалар/взаимозависимые результаты  
.....
4. landlord (n) = the owner of the land .....  
The incomes go to the landlord. ....
5. approach (n) – (ёндашув) ёндашиш/подход  
to take different approaches .....
6. farming (n) – (ерга) ишлов бериш/сельхоз обработка (земли)  
the land used for farming .....
7. crucial [kru:ʃl] (adj) = the most important .....  
ҳал қилувчи дақа/решающий момент .....
8. durable goods - ўзоқ муддат фойдаланиладиган товарлар/  
товары длительного пользования



Cars and computers are the examples of durable goods. ....

**Ex.5 a) Find in the text the English equivalents to the following Uzbek (Russian) words and word combinations. Write them down in the spaces below.**

1. харажатлар/затраты .....
2. ишлаб чиқариш маҳсулотларнинг жами/  
совокупность продуктов производства .....
3. жалб қилинган воситалар/  
вложенные средства .....
4. жамият/ общество .....
5. ривожланган саноат иқтисодиёти/  
развитая промышленная экономика .....



**b) Make up the sentences with these words and word combinations. Let your partner render the idea of the sentences.**



**Ex.7 Read the text again. Close your resource book. Complete the sentences with one of the words or word combinations from the box.**

*broad; to confront; durable goods; to resolve; a gift;  
to combine; households; to take different approaches*

1. .... include machines, roads, trucks, etc.
2. Every human society must ..... and ..... three  
fundamental economic problems.
3. Natural resources is the ..... of nature.
4. We classify inputs into three ..... categories.

5. An economy uses its existing technology ..... inputs to produce outputs.
6. Different societies ..... in solving the problems.
7. The national product is divided among different .....

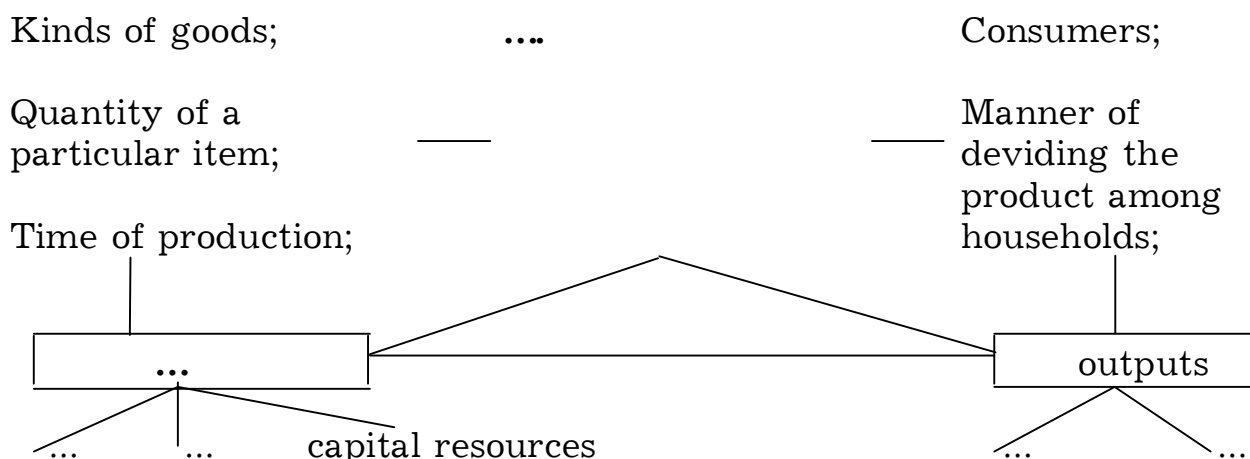


**Ex.9 Switch on the tape. When listening to the questions of the text find the corresponding word combinations and mark them in order by the figures 1-10.**

- ..1.a) kinds of goods
- ... b) manner of production
- ... c) kinds of enterprises
- ... d) quantity of a particular item for production
- ... e) resources for production
- ... f) manner of dividing the product among households
- ... g) consumers
- ... h) time of production



**Ex.11 Complete the chart using the text you've read.**



## UNIT XIV



**Ex. 2. Learn the following words and word combinations and write down their translation.**

- a) **housing** (n) – уй жой/жильё;  
 уй жой шароитлари/жилищные условия;  
 уй жой масаласи/жилищный вопрос;  
 уй жой қурилиши/жилищное строительство.  
 to provide housing (for) - .....  
 inadequate housing -.....  
 Уй жой масаласини муҳокама қилмоқ/обсуждать жилищный вопрос - .....  
 уй жой қурилиши учун маблағ/средства на жилищное строительство-.....



- b) **drop** (v) – камаймоқ, пасаймоқ, тушмоқ/*падать, снижаться, понижаться.*  
 the production of coal dropped - .....  
 prices drop - .....  
 сувнининг даражасини пасайтирмоқ/*снизить уровень воды*  
 .....  
 овозни пасайтирмоқ/*понижить голос* .....  
 drop (n) пасайши, камайши, тушиш/*падение, понижение, снижение, спад*  
 a great drop in prices - .....  
 бозорда нархларнинг тушиши /*падение цен на рынке* .....
- c) **increase** (v) – кўпайтирмоқ, кўпайтмоқ, оширмоқ, ошмоқ /  
*увеличивать, вызывать рост, увеличение, усиливать.* to  
 increase one's income.....  
 билимини оширмоқ/*расширить свои знания* .....  
 increasing (a) - ошаётган, кўпайётган,  
 кучайётган/*увеличивающийся, возрастающий, усиливающийся.*  
 increasing demand - .....  
 кўпайётган микдорда - *во все возрастающем количестве* .....  
 йиллар давомида/*с годами* .....
- d) **rise** (v) (rose; risen) – кўпайтирмоқ, кучайтирмоқ, ўсмоқ,  
 оширмоқ/*возрастать; увеличиваться; усиливаться*  
 prices rise .....  
 талаблар ошяпти/*требования растут* - .....  
 Sugar has risen a penny a pound – .....
- e) **equation** (n) – мослашувлик, мувофиқлик/*уравновешенность, правильное соотношение, согласованность*  
 equation of demand and supply – .....  
 тўловни ўрта муддатга мувофиқ қилиш/*установление средних сроков платежа* - .....
- f) **innovation** (n) – янгилик, ижодкорлик/*нововведение, новшество, новаторство*  
 an innovation in technology – .....  
 янгиликни рағбатлантирмоқ /*поощрять новаторство* - .....
- g) **interest** (n) - фоизли даромад/*проценты (на капитал), процентный доход.*  
 to pay interest on a loan – .....  
 to live on the interest received from one's capital – .....  
 пулни фоизга қарзга бермоқ/*дать деньги в рост* - .....  
 уч процентли фойда/*трехпроцентная прибыль* - .....
- h) **savings** (n) (pl) – омонат/*сбережения.*  
 small savings - .....  
 his savings of a lifetime .....  
 пулни омонат кассада сақламоқ/*хранить сбережения в сберкассе* .....  
 savings account.....



**Ex. 4. Choose the right variant.**

**уй жой билан (кимнидирни)**

**таъминламоқ** \Обеспечить

(кого – л) жильем

To discuss housing

To buy house

To inherit a house

To provide housing (for)

To inherit a fortune

**ошаётган талаб /**

*возрастающий спрос*

Demand fluctuations

To be in demand

Increasing demand

to increase the price

to consider market demand

**бозорда нархларнинг тушиши/**

*падение цен на рынке*

drop in prices

drop in the market

prices rise

rise in the market

set one's price

**пулни фоизга қарзга бермоқ/**

*дать деньги в рост*

to make money

to make a profit

to lend money on interest

to risk money

to need money

**талаб ва таклифга**

**мувофиқлик/Соответствие**

*спроса и предложения*

capability of consumers

purchasing power

the means of living

the cost of living

equation of demand and supply

**пулни омонат кассада**

**сақламоқ/ хранить свои**

*сбережения в беркассе*

to make investments

the purposeful use

economic resources

to keep one's savings in the

savings bank

his savings of a lifetime

**янгиликни рағбатлантирмоқ**

*Поощрять новаторство*

to encourage production

to encourage innovation

to discourage innovation

to encourage consumption

to ensure innovation

**омонат кассадаги ҳисоб рақами**

*счет в сберегательном банке*

savings account

small savings

a separate account

to save money

to keep money



**Ex. 8. Match the words from the left column with their definitions from the right column.**

1. income

... a) quantity

2. interest

... b) money saved up

3. supply

... c) on which interest is paid

4. demand

... d) money paid for the use of money

5. amount

... e) money received during a given period

6. market economy

... f) desire and ability to purchase a commodity or service

7. savings (pl)

... g) the quantity of a commodity or service available for sale

8. savings account ... h) an economy in which the what, how, and for whom questions concerning resource allocation are determined by supply and demand in markets



**Ex.10. Decide whether the following statements are true or false.**

1. If consumers stop buying, the price will rise. (T / F)
2. A competition of progress and price occurs in all free markets. (T / F)
3. Consumers must consider their own level of income. (T / F)
4. A retiree may increase spending on clothes and transportation. (T / F)
5. If consumers buy more, the price will drop. (T / F)
6. The higher price will signal manufacturers to decrease their production. (T / F)
7. Most people earn their income from a business. (T / F)
8. In a market economy, the basic resources used to make the goods and services are owned by private households. (T / F)
9. The incomes, that households receive for these productive resources rise and fall. (T / F)
10. Consumer spending is a signal telling producers what to produce. (T / F)



**Ex. 11. Close your RB. Answer the following questions in at least three statements. Work in pairs.**

1. How do consumers buy goods and services?
2. How can you explain the interaction of supply, demand and price?
3. What encourages innovation in production?
4. How do people earn their income?
5. Whom are the basic resources owned by in a market economy?
6. What influences on the amount of money which consumers want to spend?
7. What will some businesses do in response of the particular interests of retirees?
8. Why must producers take into account consumer spending?
9. What sources determine the market prices for goods and services?
10. What represents the basic source of demand for products sold in the market place?



**Ex. 14. You will hear the General Manager of A and B Software giving a presentation on his company. Listen to the following presentation and complete the company profile below, concentrate only on the information you need.**

A and B Software, Uzbekistan.

Location: Tashkent

Main activity: Designing and Selling Software.

a. main country markets:

\_\_\_\_\_

b. employees:

\_\_\_\_\_

c. turnover: \$

\_\_\_\_\_

d. pre-tax profits: \$

\_\_\_\_\_

e. value of the company:

\_\_\_\_\_



**Ex. 16. Use this chart to prepare some notes for a presentation on your company or another company you know well.**

Notes	Information
... is located in ...	<p>_____</p> <p>_____</p>
main activity/activities is/are	<p>_____</p> <p>_____</p>
main market/markets is/are	<p>_____</p> <p>_____</p>
has/have ... employees	<p>_____</p> <p>_____</p>
In the last financial year turnover was... with pre-tax profits of ...	<p>_____</p> <p>_____</p>
... value of the company is ...	<p>_____</p> <p>_____</p>

# ENJOY YOUR TRAVEL

## Tapescripts & Answers

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## Answer key

**Ex. 7. (WB)**

- 1 Wrong.** Before asking for somebody's name, you should introduce yourself.  
**2 Right.** A man is always introduced to a woman.  
**3 Wrong.** Only shake hands with someone who offers you his/her hand. In a formal situation a man doesn't shake hands with a woman unless she offers her hand.  
**4 Right.** A man (Pete) should be introduced after a woman (Lola).  
**5 Wrong.** A person should always rise when being introduced to someone.  
**6 Wrong.** Always give your hands to the host or hostess before leaving.

**Ex. 11. ((WB)**

- a) 3, 4; b) 7, 6; c) 2, 8; d) 1, 5.

**Ex. 15. ((WB)**

- 1. Right.** People usually shake hands when they meet for the first time.  
**2. Wrong.** It is not polite to shake hands through the entire introduction.  
**3. Right.** A man is always presented to a woman.  
**4. Wrong.** A person should keep a drink in his left hand.  
**5. Wrong.** You should never offer only your fingertips.  
**6. Right.** They are renewing the acquaintance.  
**7. Wrong.** A person should give his thanks to the host or hostess shaking their hands before leaving.

**Ex. 17. (WB)**

- |  |  |
|--|--|
| 1. ....let me introduce myself.<br>Nice / Pleased to meet you.   | 3. .... I haven't....<br>... me introduce you to...                      |
| 2. ... to introduce me.<br>.... introduce you ...<br>... this is....<br>(Very) nice to meet you, Where do you ...? | 4. .... do you do? ... name's Klaus Fisher.<br>.... meet you. Mine's ... |

**Ex. 18. (WB)**

- 1-a; 2-e; 3-b; 4-c; 5-d.

**Ex. 21. (WB)**

- 1-d; 2-c; 3-a; 4-b;

**Ex. 22. (WB)**

- 1- to; 2.- with; 3- by; 4.- of, from; 5 .- with; 6.- of, about; 7.- from; 8.- to;  
 9 -up; 10- about; 11- through; 12.- of; 13 - off, at; 14 - to, for; 15 - with, up.

**Ex. 23. (WB)**

- How do you do?
- Hello, Tony. Nice to meet you.
- That's right, yes, we once worked together in ...
- I'm terribly sorry, I've forgotten your name.
- Yes, good morning, my name's \_\_\_\_\_. I've got an appointment with...
- Did you have a good journey? It's very nice of you to come all this way.
- Good heavens, is that the time? I didn't realize it was so late. I really must be going now.
- I really must be going / leave / be off now. Our client from Canada is coming at 7 p.m. I'm looking forward to our next meeting.
- I'm looking forward to seeing you again next summer.
- Thanks a lot for everything. Good-bye. See you next month in Geneva.

**Ex. 24. (RB)**

an Australian; a Brazilian; a Canadian; a Frenchman or Frenchwoman; a French person; a Dutchman or Dutchwoman or Dutch person; a Hungarian; an Indian; a New Zealander; a Norwegian; a Saudi Arabian; a Swede; an American; a Spanish woman, the Spanish or a Spaniard; a Finn.

**Ex. 28. (WB)**

1-d; 2-g; 3-a; 4-c; 5-b; 6-f; 7-e.

**Tapescripts**

**Ex. 12. (WB)**

*Dialogue I: Jack Hopkins introduces Ann Carter to his old friend Derek.*

Jack: **Derek! Hello! How are things?**

Derek: **Oh, hello, Jack. Fine, thanks - very busy - lots of work as always.**

Jack: **Ann, can I introduce a good friend of mine. This is Derek Slater.**

Ann: **How do you do?**

Derek: **How do you do?**

*Dialogue II: Alex Green, a new employee, meets Bernard Grey.*

Alex: **I'd just like to introduce myself. My name is Alex Green and I'm the new export sales co-ordinator.**

Bernard: **Oh, yes. I've heard of you. How do you do? I'm Bernard Grey. Pleased to meet you.**

*Dialogue III: Claire Bell, a manager from Canada, is visiting the office in London.*

Chris: **Mrs Brown, I'd like you to meet Mrs Bell. Mrs Bell is from our Sales office in Toronto.**

Claire: **Hi.**

Mrs Brown: **How do you do, Mrs Bell. I've been looking forward to meeting you.**

Claire: **Oh, please, call me Claire.**

Mrs Brown: **And I'm Jane.**

Claire: **Nice to meet you.**

*Dialogue IV: Miss Marcos, a visitor from Argentina, is introduced to Mr Olimov.*

Mrs Green: **Mr Olimov, have you met Miss Marcos? She is from Argentina.**

Mr Olimov: **Yes, I think we've met before. It's good to see you again!**

Miss Marcos: **That's right, hello again.**

**Ex. 16. (WB)**

**1. Fred:** George, this is Mary. Mary, this is George.

**George:** Pleased to meet you, Mary.

**Mary:** How do you do?

**George:** How do you do?

**2. White:** Excuse me, are you Mrs Thompson?

**Thompson:** Yes, that's right.

**White:** May I introduce myself? I'm Tony White. How do you do?

**Thompson:** How do you do?

**Woman:** Good morning, sir.

**Man:** Good morning. My name is Tursunov. I'm here to see Mr Sharipov.

**Woman:** If you just take a seat. I'll let him know you're here.

**Man:** Fine, thanks.

4. **Betty:** Oh, excuse me. I don't know your name.  
**Frank:** Frank. Frank Murphy.  
**Betty:** Just a moment, please. Frank - er - Mr Murphy.  
**Frank:** That's right.
- 5 **Karim:** Hello, Said. How are you?  
**Said:** Fine thanks, Karim. How are you?  
**Karim:** Very well, actually.  
**Said:** I haven't seen you for a while.  
**Karim:** I've been busy, I'm afraid. In fact I must be going.  
**Said:** O.K. I'll be in touch.  
**Karim:** Right. See you.

**Ex. 26. (b) (WB)**

**Dialogue 1**

- Stephen:** Excuse me, are you Mr Jensen?  
**Henk:** Yes, I'm Henk Jensen.  
**Stephen:** How do you do? I'm Stephen Brooks from Acme Bikes.  
**Henk:** How do you do, Mr Brooks?  
**Stephen:** How was the flight?  
**Henk:** There was a short delay in Brussels, but the flight was fine. Fortunately, I slept on the plane, so I'm not very tired.  
**Stephen:** I'm glad to hear that. Welcome to our city.

**Dialogue 2**

- Man:** Mrs Smith, I'd like you to meet Ms Rahimova. Ms Rahimova is from Tashkent.  
**Smith:** How do you do? Nice to meet you.  
**Rakhimova:** How do you do. I've been looking forward to meeting you.  
**Smith:** Is it your first visit to London?  
**Rakhimova:** Yes, it is.  
**Smith:** What are your first impressions of England?  
**Rakhimova:** Of course, it's much colder here than it is at home.  
**Smith:** Never mind; you'll be all right in a week or two.

**Dialogue 3**

- Man:** Mr Evans, have you met Mrs Lucas? She is from Greece.  
**Evans:** Yes, I think, we've met before. Good to see you again.  
**Lucas:** That's right. It was last summer, I think.  
**Evans:** I hope you'll enjoy your stay with us.  
**Lucas:** It's a pleasure to be here. How are things?  
**Evans:** Fine, thanks. No complains. And how are you?  
**Lucas:** I'm fine too.

**Dialogue 4**

- Woman:** Hello, James! Welcome to California. It's good to meet you.  
**Man:** It's good to be here at last.  
**Woman:** Is it your first visit to California?  
**Man:** Yes, it is.  
**Woman:** When did you actually arrive?  
**Man:** On Sunday, at 7 a.m.  
**Woman:** Where are you staying?  
**Man:** At the hotel "Holiday Inn".



### Dialogue 5.

- Fisher:** Hello, MrBrown. We have spoken on the phone.  
**Brown:** Hello, Mr Fisher. You are a German and what part of Germany are you from?  
**Fisher:** Bonn. But I have lived in the UK for five years.  
**Brown:** I've been to Bonn two or three times. It's an interesting city.  
Well, I hope we'll have a chance to talk again.

## UNIT II

### Answer key

#### Ex. 15. (WB)

1. on; 2 at; 3. on; 4. at; 5. on; 6. from; 7. from, till (to); 8. at.

#### Ex. 17. (WB)

1. at; 2. at; 3. on; 4. in (at); 5. at (in); 6. on; 7. on; 8. in (at); 9. in; 10. on; 11. at; 12. from, in.

#### Ex. 18. (WB)

1. at, on, at; 2. in, on, at; 3. in, in, in; 4. in (at), at (in), on; 5. in, at, at; 6. to (from), on, till(until); 7. by; 8. to, -.

#### Ex. 29. (WB)

I. 1-a; 2-a; 3-b; 4-b; 5-b; 6-a; 7-b; 8-b; 9-c; 10-b.  
II. 1-a; 2-c; 3-c; 4-a; 5-b; 6-b; 7-b; 8-c; 9-b.

### Tapescripts

#### Ex. 11. (WB)

a) 1. 041 356 9576 2. 22 41 59 02 3. 64 60 67 33 4. 263 02 64

b) **Alisher Rasulov - 132 50 60 Nigora Saidova - 170 13 36**

Rustam Olimov - 132 60 33 Rano Azizova - 118 88 36

Aziz Fayziyev - 155 70 03 George Brown - 184 13 31

Philip Bunter - 191 97 21

Samantha Smith - 170 25 53

Bill Robertson - 77 79 38

Roger Clinton - 53 48 36

c) Taskent - 998-712 Khiva - 36237 Andijan - 3742

Samarkand - 3662 Namangan - 3692

Bukhara - 3652 Ferghana - 3732

#### Ex. 22. (WB)

**Receptionist:** Good morning. DAEWOO Electronics.

**S. Lee:** Good morning. Could you put me through to Rustam Olimov.'s office?

**Receptionist:** Who's calling, please?

**S. Lee:** Sarah Lee.

**Receptionist:** One moment. I'll put you through.

**R. Olimov:** Rustam Olimov speaking.

**S. Lee:** Hello, Mr Olimov. This is Sarah Lee here. Do you remember we shared activities at the seminar?

**R. Olimov:** Of course, I do. What can I do for you?

**S. Lee:** I think, I left my umbrella in your office yesterday. Have you seen it by any chance?  
**R. Olimov:** Just a moment. Let me have a look... Yes, Mrs Lee.  
**S. Lee:** Would you mind putting it on the shelf for me? I'm going to pick it up today.  
**R. Olimov:** All right. I'll be in all day long.  
**S. Lee:** Thanks again for being so hospitable.  
**R. Olimov:** Don't mention it. It was a pleasure.  
**S. Lee:** O.K. Good-bye, then.  
**R. Olimov:** See you later.

**Ex. 24. (WB) Listen to the dialogues and write down the telephone numbers.**

- I.** Man: (071) 826-7371  
 Woman: Let me just check it. (071) 826-7371
- II.** Man: (098) 743-3666  
 Woman: Could you repeat the number, please?  
 Man: (098) 743-3666
- III.** Man: (810) 712-335-94408  
 Woman: Let me check that, please. (810) 712-335-94408
- IV.** Man: (947) 836-611  
 Woman: Can you repeat that, please?  
 Man: (947) 836-611
- V.** Man: (115) 762-4890  
 Woman: Let me check that. (115) 762-4890

**Ex. 25 (a). (RB)**

**You:** 225 963 143. Mr Nelson's office. Good morning.  
**Caller:** Good morning. This is Rustam Olimov from DAEWOO Electronics. Can I speak to Jack Nelson, please?  
**You:** I'm sorry, Mr Nelson hasn't come yet. Can I take a message?  
**Caller:** No, thanks. You see, it's very urgent. It's in connection with the "TACIS" project.  
**You:** Well .... He must be still at home or on his way to the office, I guess.  
**Caller:** Could you give Mr Nelson's home number or mobile, then?  
**You:** Yes, of course. Just a minute ... It's 94 00 666. And his mobile number is 186 44 35.  
**Caller:** 94 00 666 and 186 44 35.  
**You:** That's right.  
**Caller:** Thanks for your help.  
**You:** My pleasure.

**Ex. 26 a) b). (WB)**

**Secretary:** 1326033. Rustam Olimov's office. Can I help you?  
**Caller:** Can I speak to Rustam Olimov, please?  
**S.:** Let me check. Can you hold on?  
**Caller:** Sure. ... Hello! It's a bad line. Are you there?  
**S.:** Sorry, but it's a bad line. Can you hear me now?  
**Caller:** Yes, exactly.

**S.:** I'm sorry, but Mr Olimov's in meeting right now. May I take a message?  
**Caller:** Well, I do need to speak to him. Do you know when he'll be free?  
**S.:** He should be free later this afternoon.  
**Caller:** I see. Well, this is Mr Slater of Central Trading Company from New Zealand. I wonder if you could have him call me back.  
**S.:** Certainly. What was your name again, please?  
**Caller:** My name is Mr Slater from Central Trading Company from New Zealand.  
**S.:** And what number are you on, Mr Slater?  
**Caller:** My number is 8872140. The code for New Zealand is 64.  
**S.:** Right. So that's Mr Slater from Central Trading Company in New Zealand. Mr Olimov can reach you on (64) 887 2140. Is that right?  
**Caller:** Yes, that's right. I'll be in all afternoon.  
**S.:** Fine, I'll give him the message, Mr Slater.  
**Caller:** Thank you. Good-bye.  
**S.:** Good-bye.

Ex. 27. (WB)

**Receptionist:** Good morning, Sarah Lee's office.  
**R. Olimov:** Oh, hello. Could I speak to Sarah Lee, please?  
**Receptionist:** Who's calling, please?  
**R. Olimov:** This is Rustam Olimov from DAEWOO Electronics.  
**Receptionist:** Hold the line, please, Mr Olimov... I'm sorry, she is in a meeting. Can I take a message?  
**R. Olimov:** Yes. Could you ask her to call me back? My number is (0181) 132 6033.  
**Receptionist:** (0181) 132 6033. Thank you. I'll give her your message.  
**R. Olimov:** Thank you. Good-bye.

### UNIT III

#### Answer key

Ex. 6. (WB)

1.

**driving, travelling; 2. booking, buying; 3. driving, travelling; 4. to take/taking; 5. go; 6. to wait, waiting; 7. to walk, go; 8. eat; 9. followed; 10. pack;**

Ex. 7 (WB) a-4; b-1; c-3; d-7; e-8; f-9; g-5; h-2.

Ex. 11. (WB) 1-F; 2-T; 3-T; 4-T; 5-F

Ex. 14. (WB)

Name:	Jane Parker	Martin Taylor	Michael Freeman
Arrival date	16 <sup>th</sup> October	14 <sup>th</sup> October	16 <sup>th</sup> October
Flight number	LF 352	BM 456	AZ 605
Arrival time	20.30	12.00	11.00

Ex. 17. (WB)

Flight №	Destination	Gate	Remark
1. LH 308	Frankfurt	1	Now boarding
2. HY 517	Ankara	3	Last call
3. BA 601	Tashkent	2	Delayed. New boarding time is 08.50
HY 703	From Moscow	-	Is arriving from Moscow
5. AF 605	-	-	Passengers are asked to go to the departure lounge

**Ex. 27. (WB)**

1- airport; 2- terminal; 3- check-in desk; 4- air ticket; 5- luggage (buggage); 6- scales (weighing machine); 7- kilos; 8- excess baggage (luggage)/overweight; 9- boarding pass; 10- departure; 11- gate.

**Ex. 28. (WB)**

1. for, on; 2. to, off; 3. at, at, in; 4. in, for, to; 5. for; 6. through; 7. out, in, back, at; 8. by, by, in; 9. on; 10. for, from, to, on; 11. on, in; 12. at; 13. for, to, at; 14. for, in; 15. with, on, on;

**Tapescripts****Ex. 11. (WB)**

**Rustam Alimov:** Hello, Sarah. Welcome back! Did you enjoy your trip home?

**Sarah Lee:** Oh, yes, indeed. I've been very busy these days, you know: a lot of meetings, presentations. By the way, are you coming to Seoul?

**Rustam Alimov:** Actually, I'm coming next month.

**Sarah Lee:** Are you? Then take my advice. Do the Well-being in the air programme. It really works.

**Rustam Alimov:** Does it? I've read about that in a magazine.

**Sarah Lee:** I did the programme on the flight to Britain and didn't have any problems either on my way to London or after arrival. No jet-lag at all.

**Rustam Alimov:** Are you serious?

**Sarah Lee:** Absolutely. Fancy, on the way back I didn't follow the programme and I felt terrible. It really, made a lot of difference.

**Rustam Alimov:** That sounds interesting. So what did you do?

**Sarah Lee:** Well, I had neither any alcohol or coffee nor any meat or rich food.

**Rustam Alimov:** Were you starving during the flight?

**Sarah Lee:** Oh, not at all. I drank a lot of water and fruit juice and ate the meals on the Well-being menu. They are much lighter- they have vegetables, fruit, pasta and fish, for example. And I practised some exercises in the programme, as well.

**Rustam Alimov:** How did you manage to do exercises on a plane?

**Sarah Lee:** Well, I didn't do many, actually. There isn't much space on the plane. Still, they made me feel fresh and active.

**Rustam Alimov:** I guess the majority of passengers didn't do Well-being programme exercises and had a lot of hot drinks and cigarettes.

**Sarah Lee:** That's right. Basically, it's a choice – Well-being programme or champagne and jet-lag, isn't it?

**Rustam Alimov:** Oh, yes. It's a really difficult choice.

**Ex. 14. (WB)****Call 1**

**Receptionist:** Good morning.

**H. Roberts:** Good morning. Can I speak to Mrs Jane Parker, please?

**Receptionist:** Who is calling, please?

**H. Roberts:** I am Helen Roberts from Caterpillar.

**Receptionist:** Just a moment, please, I will connect you.

**Jane Parker:** Jane Parker.

**H. Roberts:** This is Helen Robert from Caterpillar.

**Jane Parker:** Good morning, Mrs Roberts.

**H. Roberts:** I am calling to check your travel details for your visit to Caterpillar next week so that we can make the necessary arrangements for your stay.

**Jane Parker:** I'm planning to arrive on the 16<sup>th</sup> October.  
**H. Roberts:** I see. What is the flight number?  
**Jane Parker:** LF 352 and it arrives at 20.30.  
**H. Roberts:** Thank you. I think that's all I need to know. Good-bye.  
**Jane Parker:** Good-bye.

### Call 2

**Receptionist:** ADC Corporation.  
**Roberts:** Mr Taylor, please.  
**Receptionist:** One moment, please.  
**Taylor:** Taylor speaking.  
**Roberts:** Good morning, Mr Taylor. Helen Roberts from Caterpillar.  
**Taylor:** Oh, from Caterpillar?  
**Roberts:** Yes, that's right. I'm calling to find out your travel arrangements for the meeting at our office.  
**Taylor:** Ah, yes, the meeting at Caterpillar. Just a minute, please. I'll ask my secretary.  
.... Hello.  
**Roberts:** Hello.  
**Taylor:** My secretary says I am arriving on the 14<sup>th</sup> October.  
**Roberts:** The 14<sup>th</sup>?  
**Taylor:** Yes, is it too early? Should I change the flight?  
**Roberts:** No, you needn't change your plans. I'll make the hotel arrangements.  
What is the flight number?  
**Taylor:** BM 456.  
**Roberts:** What time does it arrive?  
**Taylor:** At 12.00 o'clock.  
**Roberts:** Thank you. Good-bye.  
**Taylor:** Good-bye.

### Call 3

**Receptionist:** ABT Company, Good morning.  
**Roberts:** Good morning. This is Helen Roberts from Caterpillar. Could I speak to Mr Freeman?  
**Receptionist:** One moment, please.  
**Freeman:** Michael Freeman.  
**Roberts:** Hello, Mr Freeman. Helen Roberts from Caterpillar. I'd like to clarify your travel details.  
**Freeman:** We are arriving on the 16<sup>th</sup> October.  
**R Roberts:** I'm sorry, did you say 'we'?  
**Freeman:** Yes, didn't I tell you my assistant would come with me?  
**Roberts:** I am afraid I didn't know anything about it. I may have problems finding accommodation for him.  
**Freeman:** I'll let you know if he is definitely coming.  
**Roberts:** Fine. Can you tell me when your flight arrives?  
**Freeman:** At 11.00 on the 16<sup>th</sup>.  
**Roberts:** Do you know the flight number?  
**Freeman:** It's AZ 605.  
**Roberts:** Well, that's all, Mr Freeman. Thank you.  
**Freeman:** Good-bye.  
**Roberts:** Good-bye.

**Ex. 17. (WB)**

1. Luftgansa flight LH 308 to Frankfurt now boarding at gate number 1. Flight LH 308 to Frankfurt now boarding at gate 1.
2. Uzbekistan Havo Yollary flight HY 517 to Ankara at gate 3, last call. Flight HY 517 to Ankara, last call, gate 3.
3. This is a special announcement for passengers for flight BA 601 to Tashkent. Due to technical problems the flight is delayed. Boarding time is now 08.50 at gate 2. Flight BA 601 to Tashkent. New boarding time is 08.50 at gate 2. British Airways would like to apologize for the delay.
4. Uzbekiston Havo Yollary announces the arrival of flight HY 703 from Moscow. Flight HY 703 is arriving from Moscow.
5. Would passengers for flight AF 605 go to the departure lounge?  
Would passengers for flight AF 605 go to the departure lounge?

**Ex. 18. (WB)**

Listen to the dialogue. Fill in the missing phrases in it and complete the boarding pass.

**Checking in**

**A:** Excuse me. I am flying to London. Can I check in for flight 601 here?

**B:** Yes, you can. Your ticket, please?

**A:** Here you are.

**B:** Have you got any hand luggage?

**A:** Just this small bag.

**B:** Would you like it to be smoking or non-smoking?

**A:** Smoking.

**B:** A window seat or an aisle one, please?

**A:** An aisle seat, please.

**B:** Let me see ... Seat 17. Board at 18.30, gate 2.

**A:** I'm sorry, will you repeat that?

**B:** Yes, seat 17, boarding time 18.30, gate 2.

**A:** Sorry, which gate is it?

**B:** Gate number 2.

**Ex. 22. (WB)****Going through Passport Control.**

**Immigration Officer:** Can I have your passport, please?

**Rustam Alimov:** Yes. Here you are.

**Immigration Officer:** Are you here on holiday?

**Rustam Alimov:** No, I'm here on business.

**Immigration Officer:** How long will you be staying in Great Britain?

**Rustam Alimov:** For two weeks.

**Immigration Officer:** Have you got a return ticket?

**Rustam Alimov:** Yes, I have.

**Immigration Officer:** Thank you.

**Ex. 23. (RB)**

**Immigration Officer:** Your passport, please.

**Passenger:** Here you are.

**Immigration Officer:** Sorry, sir, where is your entry visa?

**Passenger:** Is there a problem? I don't need to have a visa, do I?

**Immigration Officer:** I'm afraid you do. Now all citizens from your country must have a valid entry visa to enter our country.

**Passenger:** That must be a new regulation. I, really, didn't know about it. Can't I get on this flight?

**Immigration Officer:** I'm afraid not. The immigration authorities won't let you in.  
**Passenger:** Oh, it's a bad luck! Does that really mean I have to miss the flight?  
**Immigration Officer:** Sorry, but I can't let you in at all.

**Ex. 30. (WB)** Rustam Olimov hasn't got his luggage yet. He is speaking to the 'Luggage Claim' official

### The lost luggage

**Clerk:** Good afternoon. Can I help you?  
**Rustam Olimov:** Good afternoon. The problem is that my luggage hasn't arrived.  
**Clerk:** Can I see your ticket, please? You've come from Tashkent on flight BA 601.  
**Rustam Olimov:** Yes, that's right.  
**Clerk:** How many pieces of luggage have you got?  
**Rustam Olimov:** Just one suitcase.  
**Clerk:** OK. I'm going to take the details. What colour is your suitcase?  
**Rustam Olimov:** It's a black suitcase.  
**Clerk:** What's it like? Can you describe it? **Rustam Olimov:** Sure. It's not very big, made of leather and it has got a lot of labels with my name and address on it.  
**Clerk:** OK. What's in it?  
**Rustam Olimov:** Well ... My personal belongings and some important documents.  
**Clerk:** Fine. What's your name?  
**Rustam Olimov:** Rustam Olimov.  
**Clerk:** And how do you spell it?  
**Rustam Olimov:** R-U-S-T-A-M O-L-I-M-O-V.  
**Clerk:** Now could you tell me your name and address, please?  
**Rustam Olimov:** 49, Mukimi Street, Tashkent, Uzbekistan. That's M-u-k-i-m-i.  
**Clerk:** Thank you. And where are you staying in London?  
**Rustam Olimov:** At the Blanes Hotel.  
**Clerk:** What's the hotel phone number?  
**Rustam Olimov:** It's 0107 689 6027.  
**Clerk:** How long are you going to be here?  
**Rustam Olimov:** For two weeks. Until April 17th.  
**Clerk:** Thank you. Please, don't worry. We'll call you as soon as your luggage arrives.  
**Rustam Olimov:** Thanks. Good-bye.  
**Clerk:** Good-bye.

## UNIT IV

### Answer key

- Ex. 7. (RB)** a-2; b-1; c-3; d-4  
**Ex. 8. (WB)** 1-2; 2-3; 3-1; 4-4; 5-2; 6-3; 7-4; 8-1; 9-3; 10-4; 11-1; 12-2  
**Ex. 10. (WB)** 1-1a; 2-2a; 3-3b  
**Ex. 21. (WB)**  
 1- reserve; 2-pool, facilities; 3-night; 4-long, to stay; 5-to fill in;  
 6- services; 7 to - the key; 8-the registration form; 9-pay; 10-a bellman  
**Ex. 22. (WB)** 1-at, for; 2-in; 3-from, to; 4-in, in; 5-to; 6-for; 7-per; 8-out, for; 9-of; 10- with, for;  
 11-on, in, for; 12-in, by; 13-up, to in; 14-for; 15-in.  
**Ex. 23. (WB)** 1-c; 2-a; 3-c; 4-b; 5-b; 6-a; 7-a; 8-c.  
**Ex. 25. (WB)** 1-c; 2-c; 3-b; 4-c; 5-a; 6-a; 7-a; 8-c; 9-c; 10-c; 11-b; 12-a; 13-c; 14-a;  
 15-b; 16-b; 17-c; 18-a.

**Ex. 28. (WB)**

<b>Requirements</b>	<b>Hotel 1</b>	<b>Hotel 2</b>	<b>Hotel 3</b>
1 Rooms available	Yes	No	Yes
2 Telephone	Yes	Yes	Yes
3 Near the centre of the city	Yes	No	Yes
4 Meeting room	Yes	Yes	Yes
5 Restaurant	No	No	Yes

**Tapescripts****Ex. 8. (WB)**

1. He is very nice. He is the kind of person who you can always ask for help.
2. Jane has blue eyes, pale face and fair curly hair.
3. Bob is fond of driving a car. He can drive for hours.
4. Their house is a nice 2-storey building with a garden.
5. Her husband is intelligent, he can speak foreign languages.
6. She has long straight hair, kind brown eyes and full rosy lips.
7. It is a comfortable beautifully decorated hotel which can offer different facilities.
8. Julia likes cooking, sewing and knitting.
9. I think he is like you. The same height, the same colour eyes, the same colour of the hair.
10. It is a spacious quiet and well- furnished double room.
11. James likes to play cricket and rugby.
- 12 He is the kind of manager I wouldn't like to work under. He is bossy.

**Ex.10. (WB)****Dialogue 1**

- Holiday Inn. Can I help you?
- Yes, I'd like to reserve a single room, please.
- Certainly sir. Can I have your name, please?
- Joseph Halem, that is H-a-l-e-m.
- Thank you Mr Halem. When are you planning to arrive?
- May 1<sup>st</sup>
- For how many nights?
- Until May 6<sup>th</sup>.
- So that's a single room for 5 nights.

**Dialogue 2**

- What kind of room would you like, Miss Lee?
- A single room with bath, please.
- I'm sorry Miss Lee. We can offer you a single room with shower or a double with bath.
- I'll take a double with bath, then.



### Dialogue 3

- OK, Mr Blake, I can confirm your reservation. How will you pay?
- By traveller's checks.
- I'm sorry Mr Blake, we don't take traveller's checks. We take credit cards or cash.
- I see. Then I'll pay by credit card. American Express.
- Thank you, sir. What is the card number, please?
- It's 1236 457 680.

#### Ex. 23. (WB)

1. I have to get up at six. Could you wake me up, please?
2. I can't agree with this addition. The sum is too much.
3. I'm afraid I've left the room and locked myself out of the room.
4. Is Mr Brown's key there? I've called him but there's no reply.
5. Are there any good shops nearby? I like going on foot, if it's not too far.
6. I'd like the latest Daily Mail. Is there a newsagent's nearby?
7. I have 5 dollars only. The taxi driver wants one. Could you give me small money, please?
8. I am ill. I need a pill. Where is the nearest drug store?

#### Ex. 28. (WB)

##### Hotel 1

**Receptionist:** Ramsay Hotel.

**Helen Robertrs:** Hello. My name is Helen Roberts. I'd like to know if you have a single room available on the 8<sup>th</sup> and 9<sup>th</sup> April?

**Receptionist:** Yes, we have rooms for these dates.

**Helen Robertrs:** Is there a telephone in every room?

**Receptionist:** Oh, yes.

**Helen Robertrs:** Is the hotel far from the centre?

**Receptionist:** No, it isn't.

**Helen Robertrs:** Do you have any meeting room?

**Receptionist:** Yes we do.

**Helen Robertrs:** Is there a restaurant in the hotel?

**Receptionist:** No, we have a coffee shop. But there are a lot of restaurants nearby.

**Helen Robertrs:** OK. Thank you. Good-bye.

**Receptionist:** Good-bye.

##### Hotel 2.

**Receptionist:** The Mendip Hotel

**Robertrs:** Hello. I'd like some information.

**Receptionist:** I'm glad to help you.

**Robertrs:** Do your rooms have telephones?

**Receptionist:** Yes, they do.

**Robertrs:** And is there a meeting room?

**Receptionist:** Yes, we have a meeting room. When do you need it?  
**Robertrs:** On the 8<sup>th</sup> and 9<sup>th</sup> April.  
**Receptionist:** Let me see. Yes, the meeting room is available on the 8<sup>th</sup> and 9<sup>th</sup>.  
**Robertrs:** Do you have a restaurant?  
**Receptionist:** No, I'm afraid not.  
**Robertrs:** And where is the hotel?  
**Receptionist:** We are in Cherry Street.  
**Robertrs:** Is it far from the centre?  
**Receptionist:** Yes, it's rather far. What days do you want to reserve a room for?  
**Robertrs:** The 8<sup>th</sup> and 9<sup>th</sup> April.  
**Receptionist:** I'm sorry we are booked for these days.  
**Robertrs:** OK. Thank you.  
**Receptionist:** Good-bye.  
**Robertrs:** Good-bye.

### **Hotel 3**

**Receptionist:** Paradise Hotel. Good afternoon.  
**Robertrs:** Good afternoon. Can you tell if you have a single room for the 8<sup>th</sup> and 9<sup>th</sup> April?  
**Receptionist:** Just a minute. I'll check that... . Yes, we have.  
**Robertrs:** And where is the hotel?  
**Receptionist:** In Blueberry street.  
**Robertrs:** Is it near the centre?  
**Receptionist:** Yes, it is.  
**Robertrs:** Are there telephones in the rooms?  
**Receptionist:** Yes, there are.  
**Robertrs:** And do you have a meeting room?  
**Receptionist:** Yes, we do.  
**Robertrs:** Is it available on the 8<sup>th</sup> and 9<sup>th</sup>?  
**Receptionist:** Yes, we have it free on the 8<sup>th</sup> and 9<sup>th</sup>.  
**Robertrs:** Is there a restaurant in the hotel?  
**Receptionist:** Yes, there is.  
**Robertrs:** Thank you. That's all I wanted to know.  
**Receptionist:** Good-bye.  
**Robertrs:** Good-bye.

**Ex.30. (RB)**

**Mrs Jackson:** Excuse me. Could I have the bill, please?

**Receptionist:** Yes, of course, madam. It's Mrs Jackson, isn't it? Room .... mm ...

**Mrs Jackson:** 205 (two o five).

**Receptionist:** Yes, of course, 205. It's just been made up for you. Here you are.

**Mrs Jackson:** Thank you. (Is reading) .... Dinner on Wednesday. Um .... that's strange.  
Lunch on Saturday. .... Lunch on Saturday? Mm .... Excuse me. Excuse me.

**Receptionist:** Yes?

**Mrs Jackson:** I'm sorry to say but there seems to be some mistake in my bill.  
I've reserved bed and breakfast for the week. And most of the other items are all right, but I've been charged for an evening dinner and a lunch which I didn't have.

**Receptionist:** Are you sure, madam?

**Mrs Jackson:** Of course, I'm sure. I know I didn't have dinner here on Wednesday because I went out to my friends. And I wasn't in for lunch on Saturday. .... Oh, I have just noticed, I've been charged for a newspaper every morning and I haven't had any. I don't read newspapers when I'm away on holiday.

**Receptionist:** Mm .... I'm awfully sorry, madam. There must have been a mistake somewhere. I'll just check if you excuse me for a moment.

**Mrs Jackson:** Yes, of course.

**Receptionist:** Mrs Jackson.

**Mrs Jackson:** Yes.

**Receptionist:** You are quite right. There has been a mistake, I'm afraid. You see, we have another Mrs Jackson at the hotel. She is in room 605.

**Mrs Jackson:** Oh.

**Receptionist:** I've also checked the signatures. The other Mrs Jackson's signature is quite different from yours.

**Mrs Jackson:** And what about the newspapers?

**Receptionist:** Well, I can't very well check that at the moment.

**Mrs Jackson:** Oh.

**Receptionist:** But if you say you didn't have them then you didn't have them.

**Mrs Jackson:** Ah.

**Receptionist:** To be honest, Mrs Jackson, there have been a number of mistakes in the past week. However, I'll just make up your bill and then I think you'll find everything is all right.

**Mrs Jackson:** Thank you very much.

**Answer key**

**Ex. 13. (WB)** 1- c; 2 - c; 3 - b; 4 - b; 5 - b; 6 - a; 7 - b; 8 - b; 9 - c; 10 - b.

**Ex. 14. (WB)** 1- to get around; 2- cross; 3- were walking; 4- to take; 5- get; 6- get off; 7- tell; 8- get in; 9- turn; 10- take; 11- change.

**Ex. 15. (WB)** to; 2- off, at; 3- on, to/-; 4- to; 5- to; 6- off, at; 7- from; 8- at, up; 9- on; 10- at.

**Tapescripts**

**Ex. 13. (WB)**

**Situation 1.**

- a) Excuse me, where can I get a car to the centre of the city?
- b) Excuse me, where is the nearest taxi service?
- c) Excuse me, where can I get a taxi to get to the airport?

## Situation 2.

- a) Do you know where the nearest bus terminal is?
- b) Do you know where the bus stop is?
- c) Do you know where the nearest bus stop is?

## Situation 3.

- a) Could you tell me where the underground is?
- b) Could you tell where the underground station is?
- c) Could you tell me where the nearest underground station is?

## Situation 4.

- a) Excuse me, where can I buy a city map?
- b) Excuse me, where can I buy a subway map?
- c) Excuse me, where can I buy a newspaper?

## Situation 5.

- a) Excuse me, how can I find Roosevelt Avenue and 58<sup>th</sup> street?
- b) Excuse me, how can I get to Roosevelt Avenue and 58<sup>th</sup> street?
- c) Excuse me, where is Roosevelt Avenue and 58<sup>th</sup> street?

## Situation 6.

- a) Excuse me, am I going right to the nearest supermarket?
- b) Excuse me, how can I get to the nearest supermarket?
- c) Excuse me, what bus can I take to get to the nearest supermarket?

## Situation 7.

- a) Excuse me, do you know how to get to the Hilton hotel?
- b) Excuse me, do you know where the bus stop to the Hilton hotel is?
- c) Excuse me, do you know how to get information about the Hilton hotel?

## Situation 8.

- a) We are lost. Can you help us to find the North Street?
- b) We are lost. Do you know how to find the South Street?
- c) We are not lost. Do you know how to find the North Street?

## Situation 9.

- a) Excuse me, does this bus go to the railway station?
- b) Excuse me, does this bus go to the centre of the city?
- c) Excuse me, does this bus go to the Central Railway Station?

## Situation 10.

- a) Excuse me, can you tell me how to get to the Oxford trading centre?
- b) Excuse me, can you tell me the way to the Oxford University?
- c) Excuse me, can you tell me the way to Oxford road?

**Ex. 22. (WB)**

**Dialogue 1**

**A:** Excuse me.

**B:** Yes?

**A:** Where is the bank, please?

**B:** It's over there.

**A:** Thank you very much.

**B:** That's all right.

**Dialogue 2**

**A:** Where can I buy post-cards and send a telegram?

**B:** You can do it at the post-office round the corner.

**A:** Is it far from here?

**B:** No, it's opposite the museum.

**Dialogue 3**

**A:** Excuse me.

**B:** Yes, can I help you?

**A:** Could you tell me the way to the bookshop?

**B:** It's in Market Street. Cross the street and turn right at the corner.

**A:** Thank you.

**Dialogue 4**

**A:** Is this the right way to the hospital?

**B:** Yes, it is. Go straight ahead. It's over there.

**A:** Thank you very much.

**B:** Not at all.

**Dialogue 5**

**A:** Can you tell me how to get to the Central Market?

**B:** Well, you can take a taxi or a bus.

**A:** How far is it?

**B:** It's about 2 kilometres

**Dialogue 6**

**A:** Excuse me, can you tell me where Mukimi Street is, please?

**B:** Take the second turn to the left and then ask again.

**A:** Is it far?

**B:** No, it's only 15 minutes' walk.

**A:** Many thanks.

**Dialogue 7**

**A:** Could you tell me the way to the police station?

**B:** Cross the street and turn left at the traffic lights.

**A:** How long will it take me to get there?

**B:** It will take you 20 minutes on foot.

**A:** Thank you.

**B:** That's OK.

### Dialogue 8

- A:** Excuse me, miss. Is this where bus 23 stops?  
**B:** Well, several buses stop here. Bus 23 stops here, too. Where are you going?  
**A:** I want to get to the airport.  
**B:** Bus 23 will take you there.  
**A:** Thank you.  
**B:** Not at all.

### Dialogue 9

- A:** Excuse me, I want to get to the centre of the city. Do I have to get off at the next stop?  
**B:** Well, what's the next stop? Oh, no! You should go farther. Two or three stops more.... Wait a minute. You may get off here and change to another bus. It'll be probably quicker.  
**A:** Yes, it surely is more convenient.

### Ex. 23. (RB)

- Anvar:** Hello, speaking.  
**Bakhrom:** Is that you, Anvar?  
**Anvar:** Yes, who's calling, please.  
**Bakhrom:** This is Bakhrom. I am here in Tashkent.  
**Anvar:** Oh, hello, Bakhrom. Glad to hear you. Where are you?  
**Bakhrom:** I've just arrived. I am at the Central Railway Station. How can I get to your office?  
**Anvar:** It's in the centre of the city, 43, Uzbekistan Avenue. The best way to my office is by the underground.  
**Bakhrom:** Can I go there by bus or by trolley bus? I'd like to look around on my way.  
**Anvar:** Yes, sure. At first take tram 5 and then change to bus 51 in Navoi Street.  
**Bakhrom:** Where shall I get off?  
**Anvar:** Go as far as the last stop, then walk along Uzbekistan Avenue for 2 blocks and you can't miss the first 15-storey building on your left. My office is on the 7th floor.  
**Bakhrom:** How long will it take me to walk there?  
**Anvar:** It's about 15 minutes' walk.  
**Bakhrom:** Thanks, that's clear. See you later, today.  
**Anvar:** I am waiting for you. Bye.

## UNIT VI

### Answer Key

**Ex. 4. (WB)** 1-f, 2-e, 3-h, 4-a, 5-c, 6-d, 7-b, 8-g

**Ex. 5. (WB)**

1 - a postman; 2 - airmail; 3 - an address; 4 - a letter; 5 - a letter-box;  
6 - a date; 7 - a telegram; 8 - a receipt; 9 - a postcard; 10 - a note

**Ex. 12. (WB)** 1 - asked; 2 - has sent; 3 - will deliver; 4 - asked; 5 - to send; 6 - asked; 7 - gets.

**Ex. 13. (WB)**

1- for; 2- in, to; 3- into, on; 4- out, at; 5- to; 6- of; 7- in, in;  
8- to; 9- at, by; 10- at, of, in.

## Tapescripts

### Ex. 16. (WB)

*Asking the way to the post-office*

- Excuse me, can you tell me where the General Post-Office is?
- I am sorry, I can't. I am a stranger here myself. Perhaps that gentleman over there will be able to help you.
- Thank you. .... I am sorry to trouble you, but can you direct me to the General Post-Office?
- Yes, it is in London street near the Central Bank. As a matter of fact I am going there myself. So if you come with me, I'll show you the way.
- That's very kind of you.

### Ex. 19. (WB)

#### Dialogue I

- I want to send a letter.
- Regular mail 8 pence, air mail 11 pence.
- Make it air mail, registered, please.
- I'll weigh it. 17 pence, sir.

#### Dialogue II

- Where can I cash this postal order?
- Right here, sir. Please, sign your name at the bottom.
- Thank you.
- Thank you.

#### Dialogue III

- How can I send these papers to London?
- You can send them by book-post. You can also send them by parcel-post, but that will be more expensive.
- Can I have a form, please?
- Window 4, to the right, please.

### Ex. 20. (WB)

#### Dialogue I

*Sending a cable*

- I want to send a cable. Where can I get a form?
- You will find some over there. Fill in one and hand it in at the next counter.
- How much will it cost to send the cable to Germany?
- Let me see, how many words ..... 16 words. \$8.
- And I want the cable to reach the addressee tonight.
- It will, don't worry, here is a receipt.
- Thank you.

#### Dialogue II

**Sending a money order.**

- I would like to send a money order by Western Union. When will the addressee get it, if I send it right away?
- Tomorrow by afternoon delivery, about 2 p.m.
- Will he be able to cash it the same day?
- Certainly. The Western Union is the world famous company.
- Thank you very much.

## Answer key

**Ex. 1. (WB)**

A 1-b; 2-c; 3-a; 4-e; 5-d.

B 1-c; 2-d; 3-g; 4-e; 5-a; 6-f; 7-b.

**Ex. 7. (WB)**

1. meals, a meal; 2. course; 3. dishes; 4. food; 5. course; 6. dish; 7. meals, a meal; 8. dishes, courses; 9. meal. 10. meals.

**Ex. 15. (WB)**

1. Wrong. He should inform the host (hostess) that he would be late.
2. Wrong. He should help the woman into her seat.
3. Wrong. Plates are never lifted.
4. Wrong. He should not stretch over the table to get something he needs.  
He should ask somebody to pass it.
5. Wrong. It is impolite to smoke at the table.
6. Right. Conversation is important, especially if it is a business lunch.  
and wrong. But he should not talk while eating.
7. Wrong. He should not drink more than two drinks at a party.
8. Right. He should excuse himself if he has to leave early.  
and wrong. But it would be better not to accept the invitation if he has another appointment.

**Ex. 23. (WB)**

RESERVATIONS				
Date	Time	Number of people	Name	Special Request
1 5 <sup>th</sup>	7.00	2	John Scott	None
2 18 <sup>th</sup>	8.00	4	Jack Redford	None
3 23 <sup>rd</sup>	12.30	6	Jane Thompson	Italian cuisine

**Ex. 26. (WB)**

1 of, on; 2. to; 3. from, to, of; 4. by; 5. for, for; 6. in; 7. of; 8. to, -; 9. with; 10. for, for; 11. to, for, of, in; 12. with

**Ex. 29. (WB)** is cut; is tossed; is browned; are added; is baked; is served.**Ex. 31. (WB)**

1. 1-a, 2-b, 3-b, 4-c, 5-a, 6-b, 7-c, 8-a, 9-b.
2. 1-c, 2-a, 3-b, 4-c, 5-a, 6-b, 7-a, 8-c, 9-b, 10-c, 11-a.

**Tapescripts****Ex. 10. (WB)****Dialogue 1**

- Do you have a reservation, sir?
- Yes, my name is Robert Cage.
- Yes, sir. A table for 5. Would you like smoking or non-smoking?
- Non-smoking, please.
- Fine, sir. Would you follow me, please?

**Dialogue 2**

- Are you ready to order?
- Yes, I'd like prawn cocktail to start.
- One prawn cocktail.
- And I'd like chicken soup to follow, please.
- Would you like anything to drink?
- An orange juice, please.
- Certainly. Your order won't be long.



### Dialogue 3

- Would you like to see the menu?
- Yes, please. .... I think we are ready to order. Could we have two steaks, please?
- That's fine. Would you like anything to drink?
- Beer for me.
- I'll take a glass of red wine.
- Is that everything?
- Yes, thank you.

#### Ex. 21. (WB)

##### Restaurant reservation

**Manager:** Good evening. The Rossi Restaurant. Can I help you?

**Customer:** Good evening. I'd like to reserve a table for dinner for Friday.

**Manager:** How many people?

**Customer:** Four.

**Manager:** Very good, sir. Can I have your name?

**Customer:** It's John Grant.

**Manager:** What time would you like a table?

**Customer:** At 8.00.

**Manager:** Good. I've got it. Good-bye.

**Customer:** Good-bye.

#### Ex. 23. (WB)

##### Call I

- Tandoori Restaurant. May I help you?
- Yes. Can I make a reservation for Sunday, the 5th for two, please?
- Certainly. For what time?
- 7 o'clock.
- All right. And could I have your name, please?
- My name is John Scott.
- OK, Mr Scott, that's a table for 2 at 7 on Sunday, the 5th.
- Thank you. Good-bye.
- Good-bye.

##### Call II

- Dynasty Restaurant. Can I help you?
- Hello. I'd like to make a reservation for Saturday night the 18th.
- All right. How many people are there in your party, sir?
- Four.
- And what time would you like to come?
- At 7.30.
- Just a moment, please. .... I'm afraid we don't have a table for four at 7.30. Will 8.00 o'clock be all right?
- Yes, it will.
- Could I have your name, sir?
- Jack Redford.
- All right, Mr Redford. I've reserved a table for a party of four at 8 on Saturday, the 18th.
- Thank you. Good-bye.
- Good-bye.

### Call III

- The Rossi Restaurant. Can I help you?
- I'd like to reserve a table for lunch for Monday, the 23rd. We've got our partners from Italy coming.
- For how many people, madam?
- Six.
- What time would you like to come?
- At 12.30.
- And what kind of menu would you like?
- I think our guests would like some Italian food.
- OK. We have a wide choice of Italian dishes.
- It's nice.
- Can I have your name, please?
- It's Jane Thompson.
- All right, Mrs Thompson. I've reserved a table for you.
- Thank you. Good-bye.
- Good-bye.

#### Ex. 30.

Waiter: Good afternoon, madam. Welcome to our restaurant.

Woman: Hello. Are there any vacant seats in here?

Waiter: Certainly, madam. Is this table OK?

Woman: Oh, no. I'd like a table next to the window.

Waiter: Of course, madam. Then take this seat. It's very close to the window.

Here you can enjoy a lot of fresh air, indeed.

Woman: Not at all. It's too close to the orchestra. I can't stand any noise.

Waiter: OK. This seat is very far from the orchestra and next to the window. Are you satisfied?

Woman: Well. Where's the menu?

Waiter: Here it is, madam. I'd recommend the dish of the day.

Woman: One moment, please. I want the tablecloth to be changed. I don't like the colour – it irritates me.

Waiter: What colour would you like, madam?

Woman: It must be white and brand new.

Waiter: No problem, madam. Is that OK now? Are you ready to order?

Woman: Let me see. Well ... I'm a vegetarian, you know.

Waiter: Uh-hu. We have a great choice of fruit and vegetable salads. Any appetizer?

Woman: No. So, mushroom soup for the first course. And it must be hot. I'm cold.

Waiter: Mushroom soup. Absolutely hot. And what about the main course?

Woman: Nothing else. I'm slimming.

Waiter: Oh, really? Very good, madam. Just a moment. ....

Woman: Waiter! I've ordered mushroom soup not onion one. As a matter of fact we are in Great Britain, not in France. I want more mushrooms in the soup.

Waiter: Exactly, madam. There are few onions and a lot of mushrooms in the soup, aren't there?

Woman: Nothing of the kind. And it's icy cold, by the way.

Waiter: I'll make it hot in a minute. What would you like for dessert? We have a rich selection of extraordinary ice-creams.

Woman: Ice-cream! Don't you remember I'm on diet? And besides, I say I'm cold. Where's the bill?

Waiter: OK. No ice-cream, then. Here's the bill, madam.

Woman: There must be a mistake. I'm not going to waste my money.

Waiter: I'm terribly sorry, madam, but there is no any mistake. Welcome to our restaurant any time.

Woman: I doubt it.

## Answer key

**Ex. 5. (WB)**

1-go, do; 2-markets; 3-stall; 4-prices; 5-goods; 6-less expensive; 7-quality; 8-spend; 9-cheaper; 10-try; 11-worth; 12-save; 13-taste; 14-heavy.

**Ex. 6. (RB)**

a-4, b-8, c-2, d-6, e-11, f-17, g-7, h-13, i-9, j-16, k-1, l-10, m-5, n-14, o-12, p-3, q-15.

**Ex. 22. (WB)**

1. of, in; 2. for; 3. for, in; 4. for, of; 5. for, in; 6. in, by; 7. for; 8. at, of, in; 9. on; 10. up, on; 11. with; 12. in.

**Ex. 25. (WB)** 1-F, 2-T, 3-F, 4-F, 5-F, 6-T, 7-T

**Ex. 27. (WB)**

I. 1-b, 2-a, 3-b, 4-a, 5-a, 6-c, 7-b.

II. 1-b, 2-b, 3-a, 4-a, 5-b, 6-c, 7-a, 8-b, 9-c.

## Tapescripts

**Ex. 25. (WB)**

**Salesgirl:** Good morning, madam. Can I help you?

**Woman:** Morning. I'd like to buy a trouser suit.

**Salesgirl:** What kind of suit do you have in mind?

**Woman:** Something in dark.

**Salesgirl:** Here is an excellent double-breasted woolen suit.

**Woman:** Double-breasted are not in fashion, don't you know?

**Salesgirl:** Exactly, so. I'm sorry, madam. What's your size, madam?

**Woman:** I'm afraid I don't know European sizes. Can you help me solve this problem?

**Salesgirl:** Certainly, madam. Let me measure you. .... Your size is 48. Here is a nice suit.

Would you like to try it on? The fitting-room is next to the shoe department.

**Woman:** I don't like the suit, and the fitting-room is too far away from here. You don't think of your customers, I should say.

**Salesgirl:** I'm terribly sorry, madam. We are renovating the interior to improve the situation.

**Woman:** OK. Good idea, then. And have you forgotten about my suit?

**Salesgirl:** Will you try this one?

**Woman:** What do you think about it? How do I look in it?

**Salesgirl:** To my mind it suits you perfectly.

**Woman:** I don't think so. I don't like the colour. I hate bright colours. I prefer quiet shades. Something in dark brown or grey.

**Salesgirl:** Certainly, madam. Just a moment. What about this dark brown suit of the latest fashion?..... Oh! You look so smart. It really suits you.

**Woman:** So it does.

**Ex. 26. (WB)** *Jack is out shopping. He calls at a men's wear shop to buy a pair of socks.*

**Salesman:** Good morning, sir. Can I help you?

**Jack:** Good morning. Er ... I just wanted a pair of socks.

**Salesman:** Certainly, sir. We have a very nice selection. These ones, for instance. They're Italian.

**Jack:** Well .... I didn't want anything fancy. Just ordinary woolen socks. I'm going on a tour and I need something warm.

**Salesman:** Tour, sir? Then you'll certainly need some of these woolen socks. 5 and 99 a pair.  
How many shall I wrap up for you?

**Jack:** Er ... just one pair will do. ... These grey ones.

**Salesman:** And I think you'll need a pair of cotton socks as well.

**Jack:** Well .... , perhaps.

**Salesman:** If you're going on holiday, sir, perhaps you'll be interested in these trousers? They are very popular. Only 49 dollars – a real bargain.

**Jack:** Er ... well, perhaps ...

**Salesman:** The brown ones? Very good, sir. .... Haha, sir, I see you're looking at that green cashmere pullover. It's the last one, and it happens to be your size, sir. You'll need something to keep you warm.

**Jack:** It certainly looks nice and warm. But I'm not sure I need it.

**Salesman:** But you're going on a tour. You'll feel a different man when you put it on.

**Jack:** Is it machine-washable?

**Salesman:** No, but it washes like a dream. We have nice detergent. 2 dollars a box. I'll wrap up a couple of boxes with the pullover.

**Jack:** All right. I'll take it. Can you wrap up everything in one parcel?

**Salesman:** Let me see: trousers, pullover and detergent. Here you are, sir.

**Jack:** And my change?

**Salesman:** Change, sir? I'm afraid there's some mistake. Here's the receipt, sir.

#### Ex. 28. (WB)

##### Dialogue 1

**Shopper:** Can you change this pullover, please?

**Shop assistant:** Why? What's wrong with it?

**Shopper:** It's the wrong size.

**Shop assistant:** Is it too big, or too small?

**Shopper:** It's too small for me.

**Shop assistant:** What's your size?

**Shopper:** It's 46.

**Shop assistant:** Yes, certainly... This one's the right size.

##### Dialogue 2

**Shopper:** Excuse me!

**Shop assistant:** Yes?

**Shopper:** I think my change is wrong!

**Shop assistant:** Are you sure? Let me see. Oh, yes... you need another 50p.

**Shopper:** **Yes, that's right.**

**Shop assistant:** I'm terribly sorry.

**Shopper:** That's O.K.

##### Dialogue 3

**Shopper:** Excuse me. I bought this blouse yesterday and when I got home I found out there's a button missing on it.

**Saleswoman:** **I am terribly sorry. I'll just go and look if we have got another one.**

**Shopper:** Oh, no. I'd like to get a refund.

**Saleswoman:** OK. Have you got a receipt?

**Shopper:** Yes, here you are.

### Dialogue 4

**Customer:** Have you got those trousers in my size?  
**Saleswoman:** Which ones?  
**Customer:** The dark grey ones.  
**Saleswoman:** What size do you wear?  
**Customer:** I'm 44.  
**Saleswoman:** Just a moment. Here you are.  
**Customer:** They are a bit too loose. Have you got a smaller size?  
**Saleswoman:** These ones are 42.  
**Customer:** Yes, these are fine. I'll take them.  
**Saleswoman:** Would you like anything else?  
**Customer:** No, thanks. How much are they?  
**Saleswoman:** They're only \$ 39.99.  
**Customer:** Excuse me. The zipper is broken. Can I change them?  
**Saleswoman:** Sure. Just take another pair.

### Dialogue 5

**Saleslady:** Can I help you?  
**Woman:** Yes. I'm looking for a pair of white leather gloves. I think I wear size six.  
**Saleslady:** Sorry, we haven't got white gloves.  
**Woman:** What colour gloves have you got?  
**Saleslady:** We have them in black, brown and beige.  
**Woman:** Let me see a pair of beige gloves.  
**Saleslady:** Here's size six. These are very nice, and they're washable, too.  
**Woman:** Oh, I'll try them on. Hmm ... they seem to fit. How much are they?  
**Saleslady:** Twenty-five dollars.  
**Woman:** All right. I'll take them.  
**Saleslady:** That'll be twenty-seven with the tax.

## Unit IX

### Answer key

**Ex. 9. (WB)** 1- ironed; 2 - cleaning; 3 - repaired; 4 - shortened; 5 - sewing; 6 - cut.

**Ex. 22. (WB)** 1 - at (in), on; 2 - on, on; 3 - in; 4 - at; 5 - for; 6 - at, 7 - down.

**Ex. 23. (WB)**

1-fast; 2-dyed; 3-fashion; 4-repairs; 5-heels; 6-hairdo; 7-tender; 8-dry cleaning shop; 9-hairdresser's; 10-receipt; 11-laundry.

**Ex. 24. (WB)**

**Dialogue 1 – Car Rental Company**

**Dialogue 2 – Barber's shop**

**Dialogue 3 – Hairdresser's shop**

**Dialogue 4 – Camera shop**

**Ex. 25. (WB)**

	Cut		Parting	Shampoo	Shave	Hair Spray	Shave Lotion
	Short	Long					
<b>Man</b>		<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>
<b>Woman</b>		<b>Yes</b>	<b>Yes</b>	<b>No</b>		<b>No</b>	

## Tapescripts

Ex. 24. (WB)

### Dialogue 1

#### Hiring a car

**Woman:** I'd like to rent a car.

**Car hire clerk:** For how long?

**Woman:** Just for 24 hours.

**Car hire clerk:** Which category of car would you like, madam?

**Woman:** I'd like the standard 4-door saloon.

**Car hire clerk:** That's fine. The price includes unlimited mileage. How are you paying?

**Woman:** In cash.

**Car hire clerk:** That's fine and may I see your driver's license, please?

### Dialogue 2

#### At the barber's shop

**Barber:** What can I do for you?

**Man:** Haircut, shampoo and shave.

**Barber:** How do you want to have your hair cut?

**Man:** Not too short.

**Barber:** I'll just trim it at the back and sides.

**Man:** But don't cut it on top.

**Barber:** OK. Don't worry. .... How do you comb your hair? Back or with a parting?

**Man:** I comb it back.

**Barber:** Shave?

**Man:** Yes, please. And be careful, my skin is rather tender.

**Barber:** Straight at the temples?

**Man:** Yes, but not too high.

**Barber:** I am not hurting you, am I?

**Man:** No.

**Barber:** Any shave lotion?

**Man:** Yes, please.

### Dialogue 3

#### At the hairdresser's shop

**Woman:** I have an appointment for today.

**Hairdresser:** Yes, madam. I'll be free in a couple of minutes. Will you take a seat, please?

**Woman:** Thank you.

.....  
**Hairdresser:** It's your turn, madam. Sit down, please. What would you like?

**Woman:** I'd like to have my hair cut.

**Hairdresser:** Do you want it cut short?

**Woman:** Leave it long in front, but cut a little off in back and part it on the right. I usually part my hair on the right.

**Hairdresser:** Would you like a shampoo?

**Woman:** No, thank you.

**Hairdresser:** Would you like a hairspray?

**Woman:** No, thank you.

## Dialogue 4

### At the camera shop

- Saleswoman :** Good afternoon. Can I help you?  
**Man:** Yes, I'd like to have this film developed and printed.  
**Saleswoman:** OK. Anything else?  
**Man:** Please give me 3 films for this camera.  
**Saleswoman:** Here you are. \$ 5 and 65 cents.  
**Man:** When will my photos be ready?  
**Saleswoman:** They will be ready in 4 days. Here's your receipt.  
**Man:** Thank you.

### Ex. 25. (WB)

#### At the barber's shop

- Barber:** What can I do for you?  
**Man:** Haircut, shampoo and shave.  
**Barber:** How do you want to have your hair cut?  
**Man:** Not too short.  
**Barber:** I'll just trim it at the back and sides.  
**Man:** But don't cut it on top.  
**Barber:** OK. Don't worry. .... How do you comb your hair? Back or with a parting?  
**Man:** I comb it back.  
**Barber:** Shave?  
**Man:** Yes, please. And be careful, my skin is rather tender.  
**Barber:** Straight at the temples?  
**Man:** Yes, but not too high.  
**Barber:** I am not hurting you, am I?  
**Man:** No.  
**Barber:** Any shave lotion?  
**Man:** Yes, please.

#### At the hairdresser's shop

- Woman:** I have an appointment for today.  
**Hairdresser:** Yes, madam. I'll be free in a couple of minutes. Will you take a seat, please?  
**Woman:** Thank you.  
.....  
**Hairdresser:** It's your turn, madam. Sit down, please. What would you like?  
**Woman:** I'd like to have my hair cut.  
**Hairdresser:** Do you want it cut short?  
**Woman:** Leave it long in front, but cut a little off in back and part it on the right. I usually part my hair on the right.  
**Hairdresser:** Would you like a shampoo?  
**Woman:** No, thank you.  
**Hairdresser:** Would you like a hairspray?  
**Woman:** No, thank you.

## UNIT X

### Answer key

- Ex. 8.** 1-f, 2-e, 3-i, 4-h, 5-a, 6-b, 7-j, 8-c, 9-g, 10-d.  
**Ex. 9.** 1- in advance; 2 - settle a bill; 3 - check out; 4 - deposit; 5 - sales outlet; 6 - voucher.  
**Ex. 12. (WB)** 1 - buying goods from a hotel shop; 3 - changing money; 2 - checking out.  
**Ex. 14. (WB)** 1 - of, for, of, of; 2 -in, in, of; 3 - against; 4 - for, of, to; 5 - for, in; 6 - for; 7 - with; 8 - at, to, of; 9 - of.

**Ex. 15. (WB)** pound; rouble; Canadian dollar; yen; euro; ringgit; won; yuan; rupee; real; Turkish lira; euro; Egyptian pound; peso; Danish krone; Swiss franc; Saudi riyal.

### **Tapescripts**

**Ex. 12. (WB)**

#### **Dialogue 1**

**Receptionist:** That'll be 60, please, sir. How would you like to pay?  
**Guest:** Oh, I don't know. Do you accept credit cards...or cheques?  
**Receptionist:** Yes, or it can be added to your bill.  
**Guest:** Oh, yes. Can I charge it to my bill?  
**Receptionist:** Certainly, sir. What room are you in?  
**Guest:** Room 605. Here's my key card.  
**Receptionist:** Right, thank you. That's fine. Could you just sign here, please?

#### **Dialogue 2**

**Receptionist:** Good morning, madam. How can I help you?  
**Guest:** I'd like to check out, please.  
**Receptionist:** Certainly, madam. I'll make up your bill. What room are you in?  
**Guest:** 403.  
**Receptionist:** Here you are, madam.  
**Guest:** Can you tell me what this item is for?  
**Receptionist:** That was the morning paper you had.  
**Guest:** But I don't think I ordered any papers.  
**Receptionist:** Didn't you? Let me check that... You are right. I'm sorry about that, madam.  
**Guest:** That's quite all right. Oh, look! I've been given the wrong bill. – This is 304, not 403!  
**Receptionist:** I'm awfully sorry.  
**Guest:** That's all right.  
**Receptionist:** Here you are. Mrs Fox, isn't it?  
**Guest:** Yes. Ah, that looks better. Everything seems to be fine. Oh, there's just one last thing. I wasn't sure about service charges in the restaurant. Are they included?  
**Receptionist:** Yes, madam.

#### **Dialogue 3**

**Receptionist:** Hello, can I help you?  
**Guest:** Yes, I'd like to change some dollars. Can you tell me what the exchange rate is?  
**Receptionist:** Cash or Traveller's Cheques?  
**Guest:** Cash.  
**Receptionist:** Right. The rate is 1 dollar 40 cents.  
**Guest:** OK. Is commission charged on that?  
**Receptionist:** Yes, we charge a rate of 2 pounds per transaction.  
**Guest:** OK. I think I'll change \$200. How much will I get exactly?  
**Receptionist:** Right, sir. Let me just calculate it... 200 divided by 1.4 equals... 142 pounds, 2 pounds commission... That comes to 140 pounds.  
**Guest:** Good. Here you are.



**Ex. 13. (RB)**

**At the shop**

- Customer:** I'd like to buy this TV set but I haven't got enough money with me.  
Do you take credit cards?
- Seller:** Certainly, sir.
- Customer:** How much is that?
- Seller:** It's \$50.
- Customer:** What is the exchange rate?
- Seller:** I'm not sure, sir... I'll go and check.

**At the telegraph office**

- Agent:** What can I do for you?
- Mr Tursunov:** I'd like to send some money to my son who studies at Harvard University, but I don't have any cash with me. How can I send money and what is the upper limit?
- Agent:** Well, just take this money order form and fill it in. Do you have a credit card, sir?
- Mr Tursunov:** Sure.
- Agent:** Well, you can send up to \$1,000 with this form.
- Mr Tursunov:** How long will it take for the money to get to Boston?
- Agent:** It'll be there by this evening if we send it regular.
- Mr Tursunov:** Oh, that'll be fine.

**At a bank**

- Clerk:** Hello, can I help you?
- Mr Green :** Yes, I hope so. I'd like to buy some Traveller's Cheques.  
Can I pay for them with a Eurocheque?
- Clerk :** A Eurocheque? I'm not sure... Let me consult my supervisor... Yes, That'll be fine.  
Do you have your proper identification?
- Mr Green:** Of course. Here is my ID Card. I'd like to write two cheques  
for eighty pounds each.
- Clerk:** Fine. Just make them out for the Chase Manhattan Bank, New York. Now, your  
Traveller's Cheques... What denomination would you like - ten, twenty or fifty  
dollar cheques?
- Mr Green:** Twenties and tens will be fine. What is the service charge?
- Clerk :** It's two percent.
- Mr Green:** OK.
- Clerk:** All right, here you are. Sign each cheque here on the line. I'll have your change in  
a minute.
- Mr Green:** Fine, thank you.

**UNIT XI**

**Answer key**

**Ex. 6. (WB)** 1- h; 2- c; 3- e; 4- i; 5- b; 6- a; 7- d; 8- j; 9- g; 10- f.

**Ex. 7. (WB)** 1- b; 2- d; 3- j; 4- i; 5- e; 6- f; 7- c; 8- a; 9- g; 10- h.

**Ex. 9 (WB)** 1- sick; 2- ill; 3- ill; 4- disease; 5- illness; 6- will cure/has cured; 7- cured;  
8- diseases; 9- sick; 10- treated, cured.

**Ex. 10. (WB)** A 1- in, of; 2- for; 3- from; 4- for; 5- on, to, in, at, of.

B 1- with; 2- at; 3- in; 4- with; 5- to; 6- up; 7- to; 8- at; 9- in; 10- of; 11- in; 12- of.

**Ex. 21. (WB)** 1- complaining; 2- strained, overtired; 3- care, breakdown; 4- exaggerate; 5- way; 6- checkup; 7- bored; 8- mind; 9- thorough; 10- catch.

### Tapescripts

**Ex. 13. (WB)**

#### Dialogue 1

- Robert, would you go to the drugstore? It's next to the gas station.
- Of course, I would, but the drugstore is next to the supermarket.

#### Dialogue 2

- Tom, how do you feel today?
- Oh, not so good.
- What's the matter with you?
  - I have a headache.
- That's a pity.

#### Dialogue 3

- Hi, how do you feel today?
- I feel terrible.
- What's the matter with you?
  - I have a toothache.
- I'm sorry to hear that.

**Ex. 19. (WB)**

*You are going to hear a conversation between a man and a doctor and will have to fill in the relevant information in the doctor's note pad.*

**Doctor:** Good morning. Come in.

**Rustam:** Good morning, doctor.

**Doctor:** Take a seat please. I haven't seen you before, have I?

**Rustam:** No, you haven't. I'm here on business.

**Doctor:** In that case, can I have your name, please?

**Rustam:** Rustam Olimov.

**Doctor:** And where are you staying?

**Rustam:** At Hampton Inn.

**Doctor:** Oh, it's a nice hotel. What is the trouble?

**Rustam:** I've had a very bad stomachache for two days. And I'm feeling sick and weak.

**Doctor:** Well, it seems to me you have eaten something that doesn't agree with you.

**Rustam:** Do you think it's food poisoning or anything like that?

**Doctor:** Oh, no, I don't think so. How long have you been here?

**Rustam:** Four days.

**Doctor:** I think it is the change of diet. I'll give you something to calm your stomach.

**Rustam:** Oh, thank you, doctor.

**Doctor:** And here is the prescription for some medicine which you can get from the drugstore.

**Rustam:** And how often do I have to take it?

**Doctor:** 3 times a day after meals. But try not to eat too much and if you don't feel better come back and see me again

**Rustam:** Thank you, doctor.

**Ex. 28. (WB)** *A correspondent is asking a doctor about first aid.*

**Correspondent:** Doctor, we'd like you to give us some advice in case an accident happens. I mean basic first aid.

**Doctor:** First aid is very important and you can save a life if the right action is taken.

**Correspondent:** What should we do, if someone isn't breathing?

**Doctor:** If someone isn't breathing, you must give him or her artificial respiration.

**Correspondent:** And what should we do, if a person is bleeding?

**Doctor:** The bleeding must be stopped, of course. And then you should seek for medical help.

**Correspondent:** People often have burns. Some put cream, butter or oil on them. Do they do the right thing?

**Doctor:** No, they do the wrong thing. Cream or butter and oil make the burn hotter.

**Correspondent:** What should we do about burns, then?

**Doctor:** First of all, you need to decide how bad the burn is. If it is a minor burn, you should put it under the cold water.

**Correspondent:** And what should we do if it's a bad burn?

**Doctor:** And if it's a bad burn you should cover it with something clean and then go to a hospital.

**Correspondent:** What should we do if a leg or arm is broken?

**Doctor:** First of all, don't move the man or woman. It can make the injury much worse. You should keep him or her warm and wait for expert help.

**Correspondent:** Can we do anything if there is no expert help?

**Doctor:** If you don't expect expert help, you should set something hard on both sides of the broken leg or arm and put a tight bandage.

**Correspondent:** Thank you, doctor, for very helpful advice. There are a lot of injuries we haven't had time to talk about. But now I hope people have found out how they can help if they meet an accident.

## UNIT XII

### Answer key

**Ex. 3. (WB)** 1-d; 2-e; 3-g; 4-a; 5-f; 6-h; 7-b; 8-c.

**Ex. 9. (WB)**

a) Topic	Extract 1	Extract 2	Extract 3
Shaking hands	.....v.....		
First/Family name	.....v.....	v.....	
Titles	.....	v.....	
Business lunches	.....v.....		
Punctuality	.....	v.....	
Humour and jokes	.....	v.....	
Business cards	.....	v.....	v.....
Making decisions	.....		v.....
Invitations	.....v.....	v.....	v.....
b) Extract 1	France		
Extract 2	Germany		
Extract 3	Japan		

**Ex. 14. (RB)**

1 - When an Englishman shakes his head up and down, this does not always mean that he agrees with the other person. It could simply mean that he hears you or understands the point you are making.

2 - The picnic did not improve the relations between the US managers and the Spanish workers. The lower level workers stayed in their own groups. The Spanish have strong views on class distinctions and social groups. Many Spanish people do not believe in workers socializing with executives

3 - The American manager did not realize that in Japan a top executive does not necessarily have a plush office.

4 - The American did not realize the importance of the family in this part of the world. It would have been hard to believe for the Saudi to have placed his father in the care of Strangers. He therefore felt that he could not trust Mr Cage as a business partner.

5 - There are perhaps two problems involved in this case. The first may concern the nature of the food the woman served. The second involves the rituals of politeness and the relationship between men and women. In many cultures, it is considered normal to serve oneself. In the male-dominated Japanese business culture however, the guest would expect to be served, particularly in this case, where the person organizing the breakfast is a woman.

**Ex. 15. (WB)**

- 1 – motivate; 2 – meetings; 3 – attitude; 4 – relationship;  
5 – manager; 6 – profile; 7 – suit; 8 – rule.

**Tapescripts**

**Ex. 9. (WB)**

**Extract 1**

So, it's important to know about the differences in culture between your country and the country you are visiting or working in. If you don't know the social customs, you may make mistakes and offend people... Handshaking is one example. In this country they shake hands much more than we do in the UK - every day, in fact, so you mustn't forget to do that. Another difference is that at work they use first names much less than we do in Britain, so call people by their family names. Food and wine are very important in this country, and at a business lunch you shouldn't start discussing business immediately. That might seem like bad manners. If you receive an invitation to a person's home, take good chocolates, flowers or a good bottle of cognac. You shouldn't take wine because they drink that every day - it's too ordinary...

**Extract 2**

Yes, for example in Britain, we often arrive five or ten minutes late for a meeting, but in this country you should arrive on time, because people are normally very punctual in work situations. They usually arrive at the arranged time or earlier. Family names, not first names, are more common at work and people use titles - Doctor and Professor, and so on. So you must remember to do the same. Your colleague will tell you if he or she wants you to use their first name. Another difference is that you shouldn't try to be humorous or make jokes with people you don't know very well, because it might make them feel uncomfortable. Business meetings are usually serious. It's normal to exchange business cards at a first meeting, but you needn't do this until the end of the meeting. For social invitations, flowers or chocolates are suitable gifts. And you should give an odd number of flowers, say, eleven or thirteen, not twelve, and present them without the wrapping paper...

**Extract 3:**

So, when you go to this country, you should take plenty of business cards with you. They usually exchange cards at the beginning of a meeting, and they always read your card very carefully. You should do the same with theirs. They might think it rude if you don't. In general, it takes longer to make decisions in this country than it does in Britain, so if you want to succeed, you must learn to be patient. And remember that when they say 'Yes', they may mean 'I understand', not 'I agree'. That often causes misunderstandings. And a final piece of advice – it's not common, but if you receive an invitation to a person's home, you mustn't forget to take off your shoes before going inside, so make sure you are wearing clean socks!

**Ўрта (Intermediate) босқичда инглиз тилидан мустақил иш фаолиятни таъминлайдиган интерактив электрон дарслик тафсилоти**  
(интернетда ишлатилишини таъминлайдиган нусхаси ишланмоқда)

**Интерактив электрон дарсликлар мажмуасининг йўналишлари:**

- a) кундалик ҳаёт йўналишидаги инглиз тилини ўқитиш жараёни;
- b) мутахассислик инглиз тили ўқитиш жараёни (аудио дискларда):
  1. мамлакатшуносликка оид;
  2. бозор иқтисодиётига оид.

**Инглиз тили интерактив электрон дарсликлар мажмуасининг таркиби:**

1. ўрта босқич (*Intermediate Level - "Enjoy your Travel"*) – 280 машк);
2. Электрон оралик назорат тестлар мажмуаси (интернетга ўрнатилган).

*Илова: ҳар бир машк ўрта ҳисобда 10-20 вазифалардан иборат)*

**Интерактив электрон дарсликлар мажмуасининг имкониятлари**

1. Ўқувчиларнинг ўзлаштирган билим ва кўникмаларини баҳолаб боради.
2. Масофавий таълим учун имкониятлар яратади, хусусан:
  - a) бошқа компьютерда бажарилган уй вазифасини синфидаги компьютерга диск, флешка ёки бошқа кўчириб олиш воситаси (ёки Интернет) ёрдамида киритиш. Бунда ўқитувчи учун хорижий тил таҳсили жараёнида талабалар томонидан эришилган ютуқларни кузатиб бориш имконияти;
  - b) интернет ёки локал тармоқ бор ерларда масофада вазифаларни бажариш ва ўқитувчи билан ахборот алмашиш учун имконият;
  - c) рейтинг тизимига мувофиқ оралик назорат тестлари натижасини интернет ёки локал тармоқ ёрдамида марказлашган ҳолда кузатиб бориш имкониятлари.
3. Ўқитувчилар ўзлари яратган электрон тарқатма материалларни компьютер синфида ишлатишлари мумкин.
4. Расм, график, аудио, видео тасвирларни киритиш имкониятларининг кенглиги.
5. Ўзбек/русий забон талабалар учун вариантларнинг мавжудлиги;
6. Ҳар бир босқичга мўлжалланган оралик назорат тестлар мажмуасининг мавжудлиги;
7. Якка компьютерда ишлатишга мўлжалланган лазер дисклар вариантларининг мавжудлиги.

**Инглиз тили интерактив электрон дарсликлар мажмуасининг вариантлари**

1. Якка компьютерда ишлатишга мўлжалланган лазер дисклар варианты;
2. Тармоқда (интранет/интернетда) ишлатишга мўлжалланган варианты.
3. Беш босқични қамрайдиган, таркибига 12 полиграфик кўринишидаги қўлланма ва 30га яқин аудиокассеталарни (ёки бир нечта аудио-дискни) жамлаган варианты.

**Ўрта босқич инглиз тилининг амалий курси бўйича  
ўқув-услубий мажмуа**

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Ўзбекистон Республикаси Президенти И.Каримовнинг 2010 йил 17 декабрь куни Халқ депутатлари Самарқанд вилояти Кенгашининг навбатдан ташқари сессиясидаги маърузаси, Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 22 декабрдаги “Олий таълим муассасалари кафедра мудирлари, деканлари ва проректорларининг информацион технологиялар ва инглиз тилини қўллаш бўйича малакасини ошириш тўғрисида”ги 495-сонли, 2011 йил 19 январдаги “Таълим муассасалари битирувчиларининг инглиз тилини билишлари ҳамда компьютер технологиялари ва Интернет тармоғидан фойдаланишнинг таянч кўникмаларига эга бўлишларини таъминлаш бўйича комплекс чора-тадбирлар дастури” ижросини таъминлаш ҳақида”ги 21-сонли ва 21 апрелдаги “Ўзбекистон Республикаси Вазирлар Маҳкамаси Комплекси мажлис баёни ижросини таъминлаш тўғрисида”ги 160-сонли буйруқларига мувофиқ ишлаб чиқилди.

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